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ABSTRACT

Descriptive data were collected on 45 workplace literacy partnerships during a national evaluation of the effectiveness of workplace literacy programs (WPL) funded by the National Workplace Literacy Program. Findings indicated the following: on average, partnerships consisted of 8 partners; about 60 percent were business or industry; 20 percent were education institutions; and fewer than 10 percent were unions. The most common activities partners engaged in were attending advisory meetings, monitoring program services, and recruiting learners. The most common reason for instituting a WPL program was to reduce errors and waste; the most common activity was providing instructional materials. Of 2,113 courses offered, 86 percent were held where participants worked; most were scheduled during normal work hours. The most common course emphasis was basic skills/literacy, with problem solving/reasoning and communication often incorporated. About 60 percent used a team-learning approach and workplace documents and displays. A wide range of assessment methods was reported. Course characteristics differed by employer and worker clientele. Instructors typically had numerous other responsibilities. About 37 percent of learners who completed at least one course had been given more job responsibility and about 17 percent received a pay raise. About one-third reported their education or career goals changed; substantial percentages planned to take other courses. (Appendixes contain 15 references, data analysis and tables, and data forms.) (YLB)

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ADDRESSING LITERACY NEEDS AT WORK

A Profile of Institutions, Courses and Workers in the National Workplace Literacy Partnerships

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Addressing Literacy Needs At Work

A Profile of Institutions, Courses, and Workers in the National Workplace Literacy Partnerships

1997

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EXECUTIVE SUMMARY

BACKGROUND AND PURPOSE

For more than a decade, policy makers have been concerned about the low literacy levels of a substantial portion of the U.S. workforce. According to recent estimates, close to 40 percent of workers have limited skills in reading, writing, and math (Sum, forthcoming). Such skill deficiencies may not only make it difficult for American workers and businesses to compete in an increasingly high-tech global economy but may also affect national well-being in other areas, such as reducing adults' abilities to teach literacy skills to their children or to take on civic responsibilities.

One potentially promising strategy for improving workers' literacy skills is to link literacy instruction closely to the workplace. Rather than teaching literacy skills in general, workplace literacy focuses on developing the literacy skills workers need to perform their jobs. For example, workplace literacy instruction might center on improving reading skills so that workers can understand and apply technical terminology linked to specific job tasks. This kind of instruction can take place either at the work site or somewhere else; the key is that materials from the work site are included, the curriculum is based on job task analyses, and courses are convenient for workers.

With the goal of expanding the number of workplace literacy programs and developing promising practices that could be used by other workplace programs, in 1988, the U.S. Department of Education (ED) began administering a federal demonstration grant program known as the National Workplace Literacy Program (NWLP). Since its inception, the NWLP has awarded about $130 million in federal grants to numerous workplace literacy partnerships across the country. For the three-year grants awarded in 1994, partnerships had to reflect participation of at least one education institution and at least one business, industry, or labor organization.

This report is an interim product from an ongoing national evaluation of the effectiveness of NWLP partnerships, conducted by Mathematica Policy Research Inc. (MPR). It provides descriptive information on the 45 workplace literacy partnerships funded by ED since 1994.[1] The following questions are addressed:

- What organizations participate in workplace literacy partnerships and what do they do?
- What kinds of instruction are provided in workplace partnerships and who provides it?
- Who are the workers participating in workplace literacy programs, how much do they participate, and what outcomes are associated with their participation?

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[1]Another report, anticipated in early 1998, will present information from case studies of five NWLP partnerships; it will also address the issue of these programs' impacts on participants through a random-assignment experiment being conducted at three of the case-study sites.

To address these questions, MPR collected extensive data from the 45 grantees through a computer-based information system during the period of October 1994 through April 1996. Although the findings presented in this report are not generalizable to non-NWLP-funded programs, they may provide insights into a broad array of workplace literacy programs, because the NWLP partnerships are diverse in terms of where and how they operate.

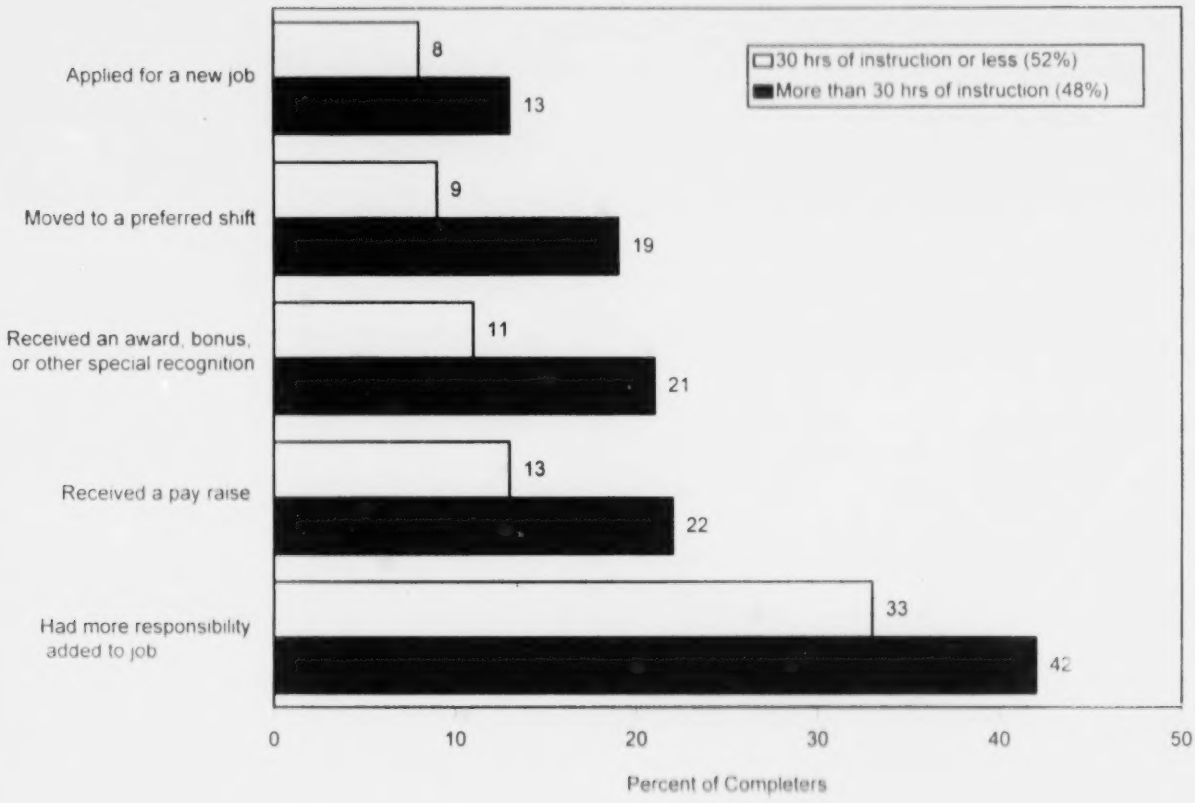
OVERVIEW OF MAJOR FINDINGS

- ***Partnerships vary in terms of size and kinds of organizational partners. Partners are much more actively involved than employers that merely serve as sites for workplace literacy.*** NWLP partnerships are composed of a diverse mix of educational institutions, employers, industry groups, and unions, reflecting the broad general guidelines for NWLP grantees. A key distinguishing feature of partnerships is whether they are state- or local-based; not surprisingly, state consortia are larger, involving more partners and recruiting learners from more employers and unions. Although employers greatly outnumber unions, both tend to participate for the same reasons and to engage in similar activities. In addition, employers and unions who are partners-are much more likely to take part in various NWLP activities than those who are affiliated with the partnerships but do not serve as partners.

- ***Most workplace literacy courses were applied and job-oriented, and were convenient in terms of schedule and location.*** In several respects, the instruction offered through the 45 NWLP partnerships adhered to generally accepted notions about what makes workplace literacy programs effective and distinct from other kinds of adult education. For example, courses were applied and job-oriented in nature, helping to distinguish them from traditional school classes; they were convenient, typically located at the work site and scheduled during working hours; and most used team-learning and integrated materials from the workplace. Some aspects of the instruction offered are worthy of special note by policy makers and practitioners. In particular, few courses used computer-assisted instruction, but a majority of projects reported staff development focused on computer-assisted instruction. Furthermore, little consistency in the assessment methods used to place or evaluate learners across the projects underscores the difficulty of making comparisons of learners' initial and final skills. Finally, instructors were generally well-educated, but their demographic profile was quite different from that of the participants. There may be some utility in launching efforts to diversify the instructional staff to provide role models from different cultural backgrounds.

- ***Increased hours of instruction (more than 30) appeared to make a difference in the job outcomes and plans of workers who completed courses.*** Specifically, workers with more than 30 hours of instruction were more likely to report such outcomes as moving to a better shift, receiving a bonus, pay raise, or having increased job responsibilities (Figure 1). They also were more likely to plan to enroll in additional education, job-

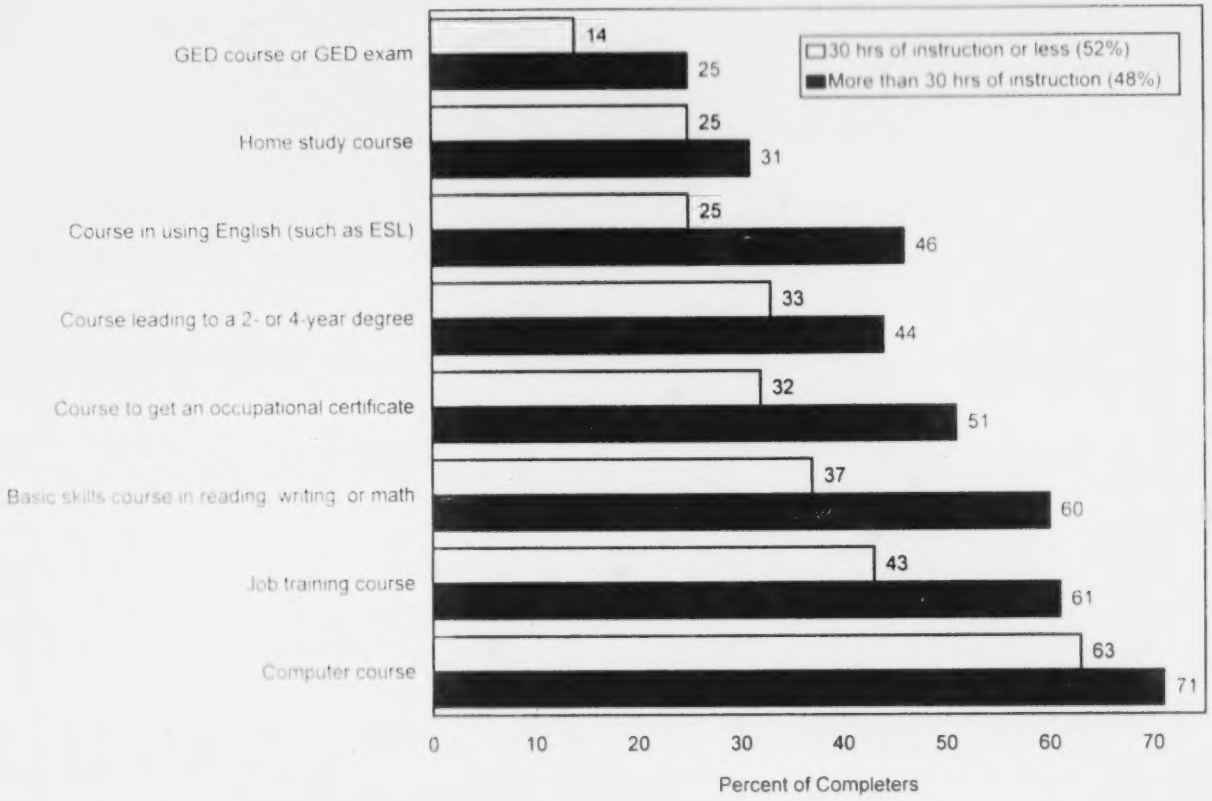
FIGURE 1
PARTICIPANTS' WORK-RELATED EXPERIENCES, BY TOTAL HOURS OF INSTRUCTION RECEIVED



training, and computer courses. Similarly, the completion of more than 30 hours of instruction may be associated with other learner outcomes, such as improvements in self-assessed ability levels (Figure 2). These findings are only suggestive of the potential effectiveness of workplace literacy instruction because they do not account for important differences between workers with more and less hours of instruction. For example, workers receiving more instruction may be more highly motivated than those receiving less.

- ***While certain benefits may accrue from more than 30 hours of instruction, only half the workers who completed courses had more than 16 hours of workplace literacy instruction.*** Most learners who completed courses during the data collection period received modest amounts of instruction; half had 16 hours of instruction or less. Learners' instructional hours were primarily a consequence of the short duration of many courses. Overall, workers who completed courses attended 80 percent of the scheduled course hours. These modest amounts of instruction reflect the general pattern of formal job training hours that employers nationwide provide to less educated workers (U.S. Department of Labor, 1997).

FIGURE 2
PARTICIPANTS' FUTURE EDUCATIONAL PLANS, BY
TOTAL HOURS OF INSTRUCTION RECEIVED



MAJOR FINDINGS: A CLOSER LOOK

Profile of Partners and Their Activities

Principal findings concerning the organizations that comprise NWLP partnerships and the nature of their involvement are summarized below:

- ***Population Served and Size.*** Most partnerships were heterogeneous in their mix of learners and were of varying size. Only 14 percent of partnerships served a population that was heavily comprised of learners who were limited English proficient. In terms of the number of learners served during the 18-month data collection period, about 42 percent of the partnerships served a cumulative count of between 200 and 600 learners, about 35 percent served more than 600, and only about 23 percent served fewer than 200.

- ***Partners.*** On average, the partnerships consisted of about eight partners, although the number of partners was typically much higher for the seven state consortia and slightly lower for local consortia. About 60 percent of the partners were drawn from business or industry, trade associations, or private industry councils; roughly 20 percent were education institutions; and less than 10 percent were unions. The three most common activities that partners engaged in were attending advisory meetings, monitoring program services, and recruiting learners.

- ***Employers and Unions.*** On average, partnerships recruited learners from eight employers and unions, although the number was much higher among state consortia and slightly lower among local consortia. Employers outnumbered unions by about 8 to 1 as sources of learners. A majority of employers and unions were from the manufacturing sector. The most common reason both employers and unions cited for instituting a workplace literacy program was to reduce errors and waste, and the most common activity that they engaged in was providing instructional materials. About 60 percent of the employers provided either partially- or fully-paid release time, which can make it easier for employees to attend workplace literacy courses. Employers and unions participated more in workplace literacy programs when they were also members of the partnership. Finally, most employers and unions make participation in workplace literacy courses voluntary for all workers.

Courses and Instructors

Highlighted below are major findings concerning what types of workplace literacy courses are taught and who teaches them:

- ***Course Scheduling and Content.*** Of the 2,113 courses offered during the data collection period, 86 percent were held where the participants worked. Most courses were scheduled during normal work hours (excluding lunchtime); the remainder took place immediately before or after work. Although many subjects were taught, the most common course emphasis was basic skills/literacy, followed by English as a second language. However, courses also commonly incorporated skills beyond those implied by the primary focus; the two skills stressed most often were problem solving/reasoning and communication.

- ***Methods of Instruction and Assessment.*** About 60 percent of all courses utilized a team-learning approach and an equal percentage used workplace documents and displays. Only about 17 percent of all courses used computer-assisted learning, but it was twice as common in courses using a learning center format as in courses following a classroom approach. Learning centers typically allow workers to participate at times suitable to their schedules and at their own pace. Staff reported using a wide range of assessment methods. Examples of learners' work and supervisor ratings were rarely used to place or evaluate course participants; interviews were used more often, but only in about a third of all courses. Similarly, only a third of courses reported any use of standardized literacy tests.

- ***Instruction and Partnership Focus.*** In some cases, basic course characteristics differed between partnerships with differing employer or worker clienteles. For example, the courses offered by partnerships in which more than two-thirds of the learners were limited English proficient were much more likely than other partnerships' courses to teach writing and communications skills, probably stemming from their main emphasis on teaching English as a second language.

- ***Instructors' Roles and Backgrounds.*** Workplace literacy instructors typically had numerous responsibilities in addition to teaching. For example, in 80 percent or more of the projects, instructors' roles included designing/adapting curricula, assessing learners, and developing learner education plans. In the average project, 75 percent of the instructors were female and more than 80 percent were white; 45 percent had a masters degree; 44 percent had a state teaching certificate; and more than half had experience teaching basic skills and teaching in the workplace.

Learner Profiles, Participation Levels, and Outcomes

Following are highlights concerning the workers who participated in the courses offered by the 45 partnerships, the extent of their participation, and what they may have gained from the experience:

- ***Enrollment.*** A total of 21,168 workers enrolled in at least one workplace literacy course during the time period studied.

- ***Demographics.*** About half of the learners were between the ages 29 and 45, half were women, a quarter were foreign born, almost a third were limited English proficient, almost two-thirds had completed 12 or more years of schooling, and almost half were racial/ethnic minorities.

- ***Job Information.*** About one-fifth of learners held more than one job. About 90 percent of participants reported that their job provided them with health insurance, but only about 64 percent received paid sick leave. Workers had been in their jobs an average of more than 7 years and, for more than 90 percent, the typical work week was 40 hours or longer.

- ***Attendance and Completion.*** About three-fourths of participants took only one course. Among course completers, about half received only 16 hours of instruction or less, although they attended, on average, 80 percent of the scheduled course hours.

- ***Outcomes.*** Among learners who completed at least one course, about 37 percent reported that they had been given more responsibility on their jobs and about 17 percent had received a pay raise. About one-third reported that their education or career goals had changed, and substantial percentages planned to take a variety of other courses in the future. In addition, they tended to rate their abilities in various areas--such as reading and writing English--higher after completing their courses than when they

started. Moreover, completers who received more than 30 hours of instruction were more likely to report each of these types of outcomes than were those who received less instruction.

DATA ISSUES AND LIMITATIONS

The findings presented in this report should be interpreted with certain data limitations in mind--limitations which, to varying degrees, are present in virtually all large-scale, complex data collection efforts. Chief among the limitations of the NWLIS data is the problem of missing data. For example, learner assessment data is missing for a sizable proportion of participants, which reduced the number of workers in our analyses. Other data issues concern, for example, extreme values. A detailed discussion of these issues and our analytic responses is provided in Appendix A.

I. INTRODUCTION

A. THE PROBLEM OF WORKER LITERACY AND PURPOSE OF THIS REPORT

The low literacy levels of a substantial fraction of U.S. workers have caused concern among policy makers for more than a decade. Recent estimates place the fraction of workers with limited literacy skills in reading, math, and writing at close to two-fifths (Sum, forthcoming). There is widespread belief that many of the nation's businesses and most of these adult workers are not well positioned to successfully navigate the more technologically-oriented economy of the United States. Policy makers are also increasingly recognizing that the skill deficiencies of adult workers extend beyond the workplace; they have implications for other arenas critical to national well-being--for example, parents being able to develop their children's literacy skills and adults being able to take on civic and community responsibilities.

In many respects, the attainment of increasingly higher levels of literacy and other job relevant skills is a self-perpetuating process within the workplace: the more literacy skills one has, the more skills one has the opportunity to acquire. Workers with low literacy levels are concentrated in low-wage occupations. Often referred to as hourly or front-line workers, these employees have been the least likely group to receive company-provided training (Barton 1993, Lillard and Tan 1992). Based on data from the 1991 Current Population Survey, less than one-third of workers with a high school degree or less participated in skill improvement training while on their current jobs, but almost two-thirds of those with a college degree did so (U.S. Department of Labor 1992).

This report provides information about the activities of 45 business-labor-education partnerships that are implementing a strategy that links literacy instruction closely to the workplace--a strategy that many believe has considerable promise for altering the foregoing state of affairs. These

partnerships were funded in 1994 by the National Workplace Literacy Program (NWLP), a federal program of demonstration grants administered by the Office of Vocational and Adult Education (OVAE) in the U.S. Department of Education (ED). In existence since 1988, the NWLP's expressed purpose, as defined in its governing regulations, is to fund projects that will "teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations" (34 CFR Sec. 472.1). The NWLP's definition of literacy skills is fairly broad. These skills span basic reading and math skills, English proficiency, skills necessary to complete a high school diploma or its equivalent, and competency in speaking, listening, reasoning, and problem-solving. Eligible workers are defined as individuals 16 years or older who are beyond the age of compulsory school attendance and whose participation is likely to result in new employment, enhanced skills linked to continued employment, career advertisement, or increased productivity.

Since 1994, ED has awarded a total of $49 million in federal grants to 45 workplace literacy partnerships to support workplace literacy instruction for a period of three years.[1] The grants have two overarching goals: to expand the number of workplace literacy programs and to develop exemplary programs for use by other workplace programs. Although this report focuses on describing the most recently funded NWLP partnerships, it is important to note that in the years prior to 1994, more than $80 million in federal NWLP grants supported numerous workplace literacy partnerships across the nation.[2]

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[1]However, no funds for a new cycle of grants were provided for this demonstration program in the federal budgets for 1996 or 1997.

[2]Several states also use a portion of their adult education funds along with other sources of support to sponsor workplace literacy programs.

This report is an interim product from a larger, ongoing, national evaluation of the effectiveness of workplace literacy programs that ED has contracted with Mathematica Policy Research, Inc. (MPR) to conduct. The focus of this report is descriptive data. The range of descriptive information about various aspects of the 45 partnerships we present in this report gives interested parties a rich picture of the diversity and major emphases of workplace literacy programs. Specifically, we describe the organizations involved in the partnerships, the workers who participate in partnership programs, the instruction and services they receive, and the outcomes these workers and their instructors report. Although the findings in this report are not statistically generalizable to programs beyond those funded by the NWLP, they provide important insights into a broad range of programs because the NWLP partnerships represent a highly diverse group in terms of location and participating organizations.[3]

The data that form the basis for this report were gathered over a period of 18 months--exactly half the life span of the partnerships' grants--from October 1, 1994, through April 30, 1996.[4] Partnerships reported data in various areas to MPR by means of a computer-based information system, the National Workplace Literacy Information System (NWLIS), that was especially constructed for the evaluation.

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[3]A prior study, conducted by Pelavin Associates, Inc., focused only on the NWLP's first year of operation. The report (1) discussed key components associated with workplace literacy projects considered effective and (2) recommended ways to improve program effectiveness (Kutner et al. 1991).

[4]Not all of the 1994 partnerships began their NWLP grants in October 1994. Several grants became effective in November, and a small number did not commence until December 1994 and January 1995. Because the data represent half the period of partnerships' operation, they do not reflect the full amount of service offered over the entire grant.

In addition to tracking the partnerships' activities and participants, the ongoing evaluation includes in-depth case studies of five purposefully selected workplace literacy partnerships, three of which also are using an experimental evaluation design based on the random assignment of workers to a treatment and a control group. The final report, presenting findings from the in-depth study phase of the evaluation, will be available in early 1998. That report will address whether the NWLP makes a difference in participants' lives by improving their literacy skills. Such outcome-oriented information will be of interest to policy makers in evaluating program effectiveness.

B. KEY QUESTIONS PERTAINING TO WORKPLACE LITERACY

Although workplace literacy is a highly diverse enterprise, there are some important conceptual boundaries that make it a distinct approach to improving the literacy skills of adults. Workplace literacy is not simply delivering education in a workplace. Although it is highly desirable to deliver services at the worksite (for example, to make courses very accessible to workers and to facilitate integrating instruction into the work environment), a worksite location is not absolutely essential. What is essential is tying instruction to the workplace through the inclusion of worksite materials and the development of curricula based on job task analyses. The focus of workplace literacy is a worker's job-linked literacy requirements--not literacy skills in general, nor specific training in how to perform a job. For example, job-linked literacy requirements can be broadly construed to mean having the communication and writing skills necessary to contribute to a quality improvement team, or more narrowly construed to mean having sufficient English skills to read, understand, and correctly apply technical terminology linked to a specific job (for example, administering medications).

Researchers have attempted to synthesize the features that many observers of workplace literacy consider highly important to the success of a program (Alamprese 1993, Kutner et al. 1991,

Mikulecky and Lloyd 1993). These include actively engaged partners from the realms of education, business and labor, education counseling for employees, services such as transportation and child care to allow workers to participate in programs, incentives such as paid release time for workers to participate, assessment of learners' skills and provision of periodic feedback to them, and staff with expertise in teaching adults through work related curricula.

Providing sufficient instructional time and opportunity for practice of literacy skills is generally accepted as a critical feature of workplace programs (Mikulecky and Lloyd 1993). Considerable evidence supports the general proposition that the acquisition of literacy skills requires adults to invest a substantial number of hours.[5] Workplace programs that provide more hours, therefore, are generally regarded as more promising, in terms of increased proficiency, than those offering only a few hours of instruction. Yet, commitments of significant amounts of instructional time is difficult for many programs. Literacy instruction must accommodate job demands and the requirements of the workplace. In practice, it has been extremely difficult to arrange workplace courses that require substantial time commitments from employees. As Mikulecky and Lloyd (1993) have observed, in many industries the standard training class is less than 30 hours. For that reason, some workplace literacy experts advocate getting workers to enroll in multiple courses or to invest in open-access learning centers to increase their overall hours of exposure and practice. On-the-job reinforcement

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[5]Exactly how much time is necessary for positive and significant increases in skills is subject to debate. In the past, one hundred hours has been advanced as a general rule of thumb, but the evidence for this has been questioned (Moore and Stavrianos 1995). Some programs report one-year gains in reading proficiency for 50-70 hours of targeted instruction. However, most researchers agree that fewer than 50 hours of exposure is unlikely to result in a one-year gain in reading proficiency (Mikulecky and Lloyd 1993). Literacy instruction of such minimal duration is more likely to produce behaviors and the preconditions within adult learners to pursue additional steps to improve their skills.

by supervisors, peers, and the inclusion of more literacy tasks within the job itself are also viewed as promising strategies for extending learning time.

Beyond consideration of the importance of various features of workplace programs lie considerations about the availability of workplace literacy across the full range of employers. Bassi (1994) suggests that although businesses with between 50 and 500 employees account for half of all employment in the United States, they generally are less involved than large businesses in workplace literacy education programs. In recognition of this disparity, the NWLP encouraged partnerships to include small businesses in their proposals for federal grants in 1994.

Whether all employees who have skill deficiencies have opportunities to enroll in workplace literacy is an equally important consideration. Within workplaces, decisions about whom to target for workplace education must be made, raising issues about which employees will be eligible in terms of prior education attainment and relative skill deficiencies. The sex, race or ethnic background, and age of employees may also influence decisions about participation in courses, despite the NWLP's explicit direction that these should not be factors in enrolling workers who are otherwise eligible.

Several questions emerge from this set of considerations about workplace literacy that the information available in this report can inform. These include:

- *What organizations participate in workplace literacy partnerships and what do they do?*

  Specific questions of interest are the types of organizations involved, whether small businesses are included, the reasons that prompt employers to participate, the sectors from which employers are drawn, the incentives they offer workers for participating, and the involvement of unions.

- *What kinds of instruction are provided in workplace partnerships and who provides it?*

  Topics comprising this area are the location and timing of courses, the types of courses offered, the main literacy emphasis of courses, the instructional approaches employed, and the types of assessments used in courses.

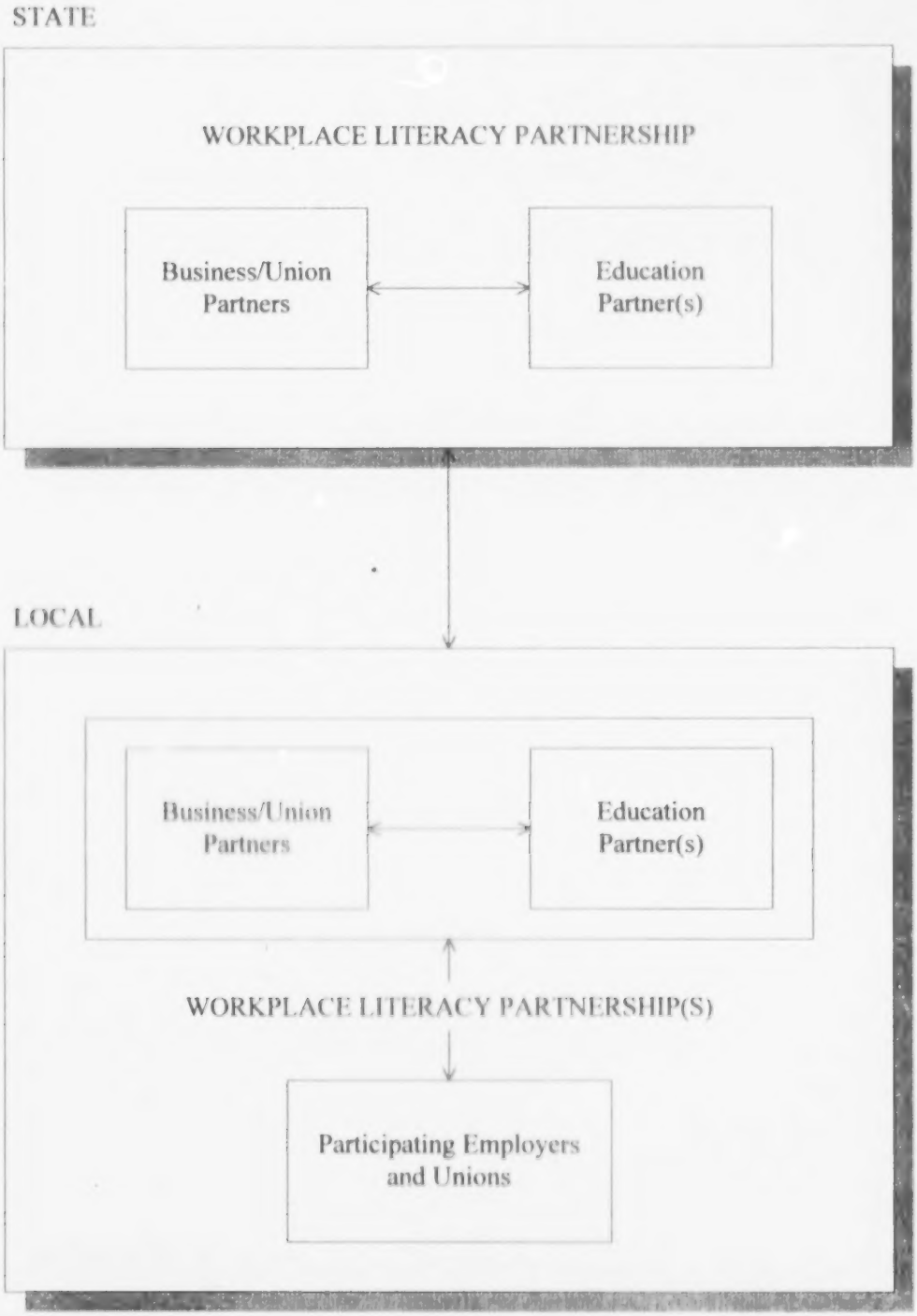
- *Who are the workers participating in workplace literacy programs, how much do they participate, and what outcomes are associated with their participation?*

  Specific topics of interest in this area include the educational level of workers, their demographic characteristics, the amount of instructional time workers receive, the number of courses workers take, and workers' reports of future plans and outcomes.

C. AN ORGANIZATIONAL GUIDE TO THE NWLP WORKPLACE LITERACY PARTNERSHIPS

The organizational variety of workplace literacy partnerships, although not surprising, is a dimension of the NWLP that has important implications for efforts to systematically describe and compare partnerships. One of these implications is the difficulty of measuring key aspects of partnerships when some partnerships are markedly more complex in their structure than others. At a very broad level, the 45 workplace partnerships funded by OVAE can be seen as falling within two generic types. The first type represents a state-level consortium, typically headed by a state agency that encompasses a network of local workplace literacy partnerships. The second type reflects a local consortium that does not involve state leadership. Figure 1.1 displays the two levels at which NWLP partnerships operate. The figure indicates that partners from various sectors (education, business, industry, unions, and associations) participate at both levels. Even this rendering understates the organizational complexity. In reality, most state workplace partnerships oversee networks comprised of different numbers of local partnerships. For example, among the 1994 partnerships, four of the seven state-level partnerships oversaw a network of six or more local partnerships.

FIGURE 1.1
STATE AND LOCAL NWLP WORKPLACE LITERACY PARTNERSHIPS



Local partnerships that are not clustered within a state partnership also can be diverse in terms of their operations. A partnership can include two or three community colleges, for example, in different states, each of which has established workplace programs with employers near the college. Alternatively, a local partnership can be truly local, focusing on one large employer that serves as a partner and a small business that supplies parts to the larger employer.

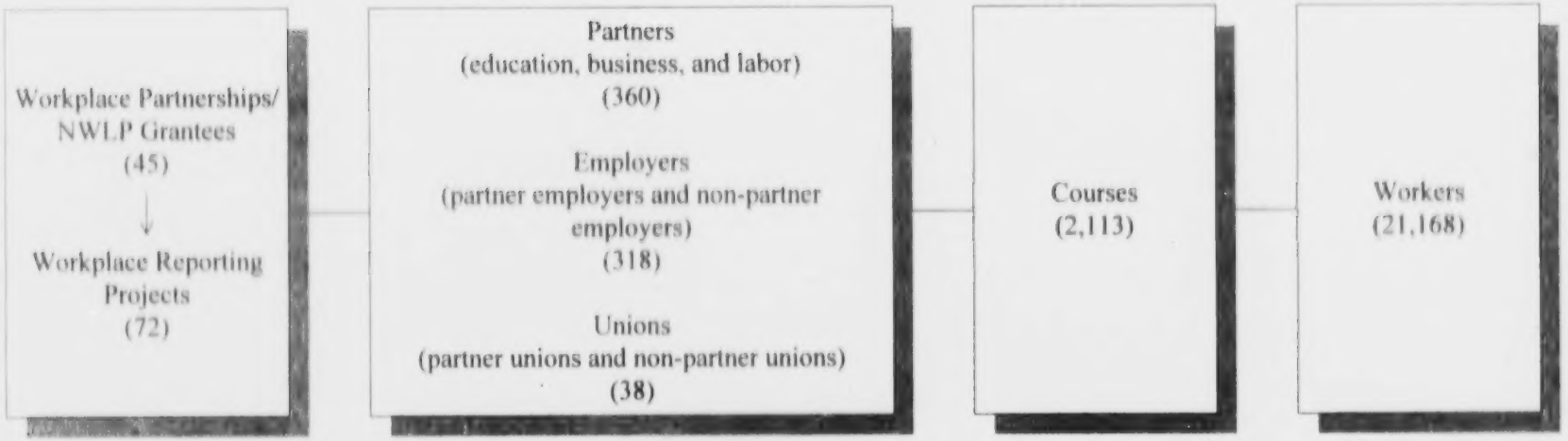
The important point here is that the dimensions of any NWLP partnership can expand either vertically or horizontally. Vertically, a single state partnership can translate into a number of local partnerships. Furthermore, local partnerships can expand horizontally in terms of partners and service delivery locations. We have attempted to take these differences among partnerships into account as we report the descriptive information contained in this report. In certain instances, it is useful to combine information at the level of the 45 funded-partnerships. In many cases, however, it is useful to describe patterns for workplace programs which are more similar in scale and in a manner that is more sensitive to the magnitude of operations within state level partnerships. Consequently, we often present results that disaggregate information from the state partnerships, to the extent possible in the data, into the local partnerships that comprise them.

D. DATA ANALYSIS CONSIDERATIONS AND KEY TERMS

1. Partnerships and projects

In Figure I.2 we summarize the ways in which information about the 45 NWLP partnerships will be presented throughout the remaining chapters of this report. At the far left of the figure, we show the most overarching level: NWLP partnerships (sometimes loosely termed grantees because

FIGURE I.2
DATA ANALYSIS UNITS FOR NWLP-FUNDED PARTNERSHIP GRANTS



one organization within the partnership is always designated as the grantee).[6] These 45 partnerships translate into 72 workplace projects. We have chosen the term "project" to refer to the official reporting sites that the NWLP partnership elected to use when gathering and reporting data to MPR over the 18-month period that they participated in the NWLIS information system.[7] Because reporting sites often are the local partnerships within a state partnership, they provide a useful way of reducing the clustering that is inherent in state level partnerships.[8] Reporting patterns in terms of projects, in effect, makes the partnerships more equivalent in terms of the scale of their operations than does reporting at the level of the 45 partnerships.

2. Institutional actors: partners and employers

In the box adjacent to the NWLP partnerships box in Figure I.2 appear the key institutional actors in a partnership: partners, employers, and unions. As noted previously, all partnerships must include at least two types of organizations: one representing business, industry, or labor, and another representing education (for example, state education agencies, colleges, local education agencies). There are no specific limits, however, on the overall number of partners. Partners hold an official status within the NWLP: they can receive funds from the partnership; they must be included in a

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[6]Under the regulatory requirements of the NWLP, grantees are the partners that have been designated as "the applicant and grantee." Grantees serve as the fiscal agent to whom the grant is awarded and through whom official documents related to the federal grant flow.

[7]Often the NWLP partnership and the project, as defined in this report, are identical. But eight of the 45 grantees (or 18%), had more than one reporting project. These eight grantees generated a total of 35 reporting projects, inclusive of the official grantee. Of these projects, 24 are connected to three state-level partnerships. The remaining 11 projects represent four local partnerships with a geographically dispersed service and reporting structure.

[8]One state partnership reported all data for its local partnerships; because these data are aggregated, it is not possible to separate them into local partnerships equivalent to what we refer to as projects.

formal agreement specifying the roles of all partners; and they are bound by all statements and assurances contained in the federal grant. Employers and unions attached to a partnership can be partners or they can merely be organizations that wish to establish a workplace literacy program but do not seek to carry the responsibilities of a formal partner in the partnership grant.[9] Because of these different statuses, the institutional actors within a workplace partnership really conform to three categories: (1) partners that contribute none of their own employees to the programs (for example, a trade association), (2) partners that contribute employees, and (3) employers or unions that establish workplace literacy programs but have not become formal partners in the partnership's federal grant. As Figure I.2 shows, during the 18 months of data collection in this study, partnerships reported a total of 360 partners from education, business, and labor organizations. The partnership grants were affiliated with a total of 318 employers, regardless of whether the employer was a partner, and 38 unions (most of whom, but not all, were partners).

3. Courses

The literacy instruction that all partnerships offer can generically be broken down into units called courses. The term "course" includes a range of learning formats, which can further be broken down into four general types: classes, learning centers, workshops, or tutorials. During the period of MPR's data collection, all partnerships were instructed, according to their best judgment, to classify each of their instructional offerings into one of these four categories. Classes are the most straightforward type of learning format. Learning centers, however, can encompass a range of situations. We refer to learning centers as facilities or spaces where workers can come to learn on a more individualized basis. Workshops differ from the other instructional formats by virtue of their

[9]The NWLP regulations refer to this type of employer as a "site."

short-term learning sessions (for example, a two-day seminar) that bring together a group of workers to focus on a specific instructional goal. Tutorials include instructional activities that involve arranging for the tutoring of individual workers. Altogether, more than 2,000 courses were offered by the 45 partnerships during the 18 months in which data were entered into the information system.

4. Workers

Workers constitute the last level at which information is available from the NWLP partnerships and are represented by the box at the far right of Figure I.2. Because workers participate in workplace literacy programs in various ways (for example, through unions or other associations), they are not necessarily employees at the time they participate. A total of 21,168 workers participated in the workplace literacy programs provided through the NWLP partnerships during the 18 months covered in the data base. We note that some of these workers could enroll in more than one course during that period--a point that Chapter IV addresses in greater detail.

E. ORGANIZATION OF THIS REPORT

The three questions listed previously in this chapter frame the subsequent chapters of this report. Chapter II describes the partners and defining dimensions of the partnerships. Chapter III presents information about the courses and instructors that form the instructional program provided by the workplace literacy partnerships. Chapter IV reviews findings related to the workers and their levels of participation.

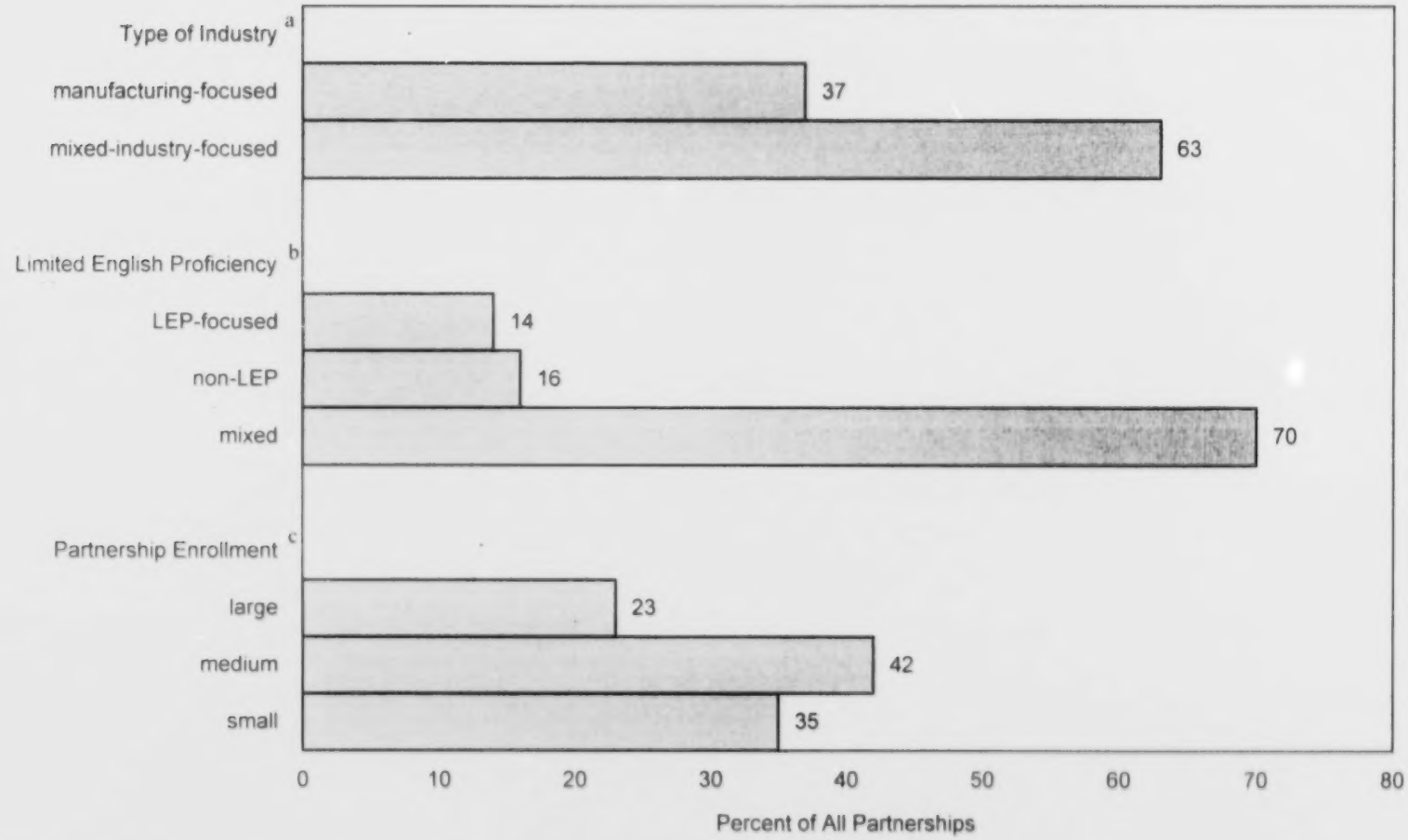
II. NWLP PARTNERSHIPS: WHAT ORGANIZATIONS PARTICIPATE AND WHAT DO THEY DO?

NWLP partnerships include many institutions, including education providers, employers, and unions. Nationwide, these partnerships operate in diverse environments defined by the learners they serve and the industries from which they recruit. The complexity of the partnerships is further defined by the number and size of the institutions, and their roles within the partnership. This chapter provides institutional information on the 45 NWLP partnerships. In Section A we profile the partnerships along several dimensions of learner and employer characteristics. Section B looks at the partnerships from the perspective of the partners as defined in the NWLP grants, and Section C scrutinizes partnerships from the employers' and unions' point of view, irrespective of their partnership status.

A. DISTINCTIONS BETWEEN NWLP PARTNERSHIPS

The 45 NWLP partnerships can be characterized along several dimensions including the type of industry served by the partnership, the mix of limited English proficient (LEP) learners that participated in the program, and the number of program participants served during the 18-month period. Most partnerships were associated with employers from different sectors of the economy and served employees with diverse literacy needs. A definite subset of partnerships, however, focused on homogeneous populations of employers and employees. Partnerships also varied in terms of the number of employees whom they served over the data collection period. We describe these distinctions among the NWLP partnerships in Figure II.1. Because these differences can influence the instruction and services that are made available, they are important to understanding the operations of the NWLP partnerships. Some noteworthy partnership distinctions include:

FIGURE II.1
PROFILE OF NWLP PARTNERSHIP GRANTS



[a] Partnerships with a manufacturing emphasis had 80 percent or more of their employers report they were associated with the manufacturing industry.

[b] Partnerships classified as LEP had more than 66 percent of their participants report that they had either a poor or fair ability to understand or speak English; those identified as non-LEP had less than 10 percent report either poor or fair ability to understand or speak English; and mixed refers to partnerships that fall between LEP and non-LEP.

[c] Partnerships classified as large refer to those with more than 600 participants; medium refers to 200-600 participants; and small refers to less than 200.

NOTE: Appendix A reports the number of observations (partnerships) used to compute percentages.

- In terms of sector focus, about a third of the NWLP partnerships worked almost exclusively with employers who were associated with the manufacturing industry.[1]

- While most partnerships served some learners who reported their ability to understand or to speak English was either poor or fair, about 15 percent served a clientele where more than two-thirds of the learners had limited English proficiency, and 20 percent served a clientele where half or more of the learners had limited English proficiency.

- The typical number of participants served by a partnership was between 200 and 600; however, more than a third served fewer than 200, and almost one-quarter of the partnerships served more than 600 learners.

These categories of industry type, learners' limited English proficiency, and number of participants have considerable overlap and when taken together show that some partnerships focus on a fairly specific population of learners and employers, while others serve a more diverse group. For example, partnerships with high concentrations of LEP learners generally worked with employers in the manufacturing industry (67 percent). Also, LEP learners were more concentrated in medium size partnerships (57 percent) and partnerships with few LEP learners were larger (50 percent had more than 600 participants).

B. PARTNERS IN NWLP PARTNERSHIPS

Partnerships are composed of employers, trade associations, labor organizations, and education providers who have entered into an agreement to provide workplace literacy services. Each NWLP partnership is required to include at least one education provider (such as a state or local education agency, or a school), and at least one organization from business or industry, a labor organization, or an organization that acts as an intermediary such as a chamber of commerce or a private industry council (PIC). In this section we report on the number of partners in NWLP partnerships, describe some of their characteristics, and report on the nature of their involvement in the partnerships.

[1]Definitions are provided in Figure II.1

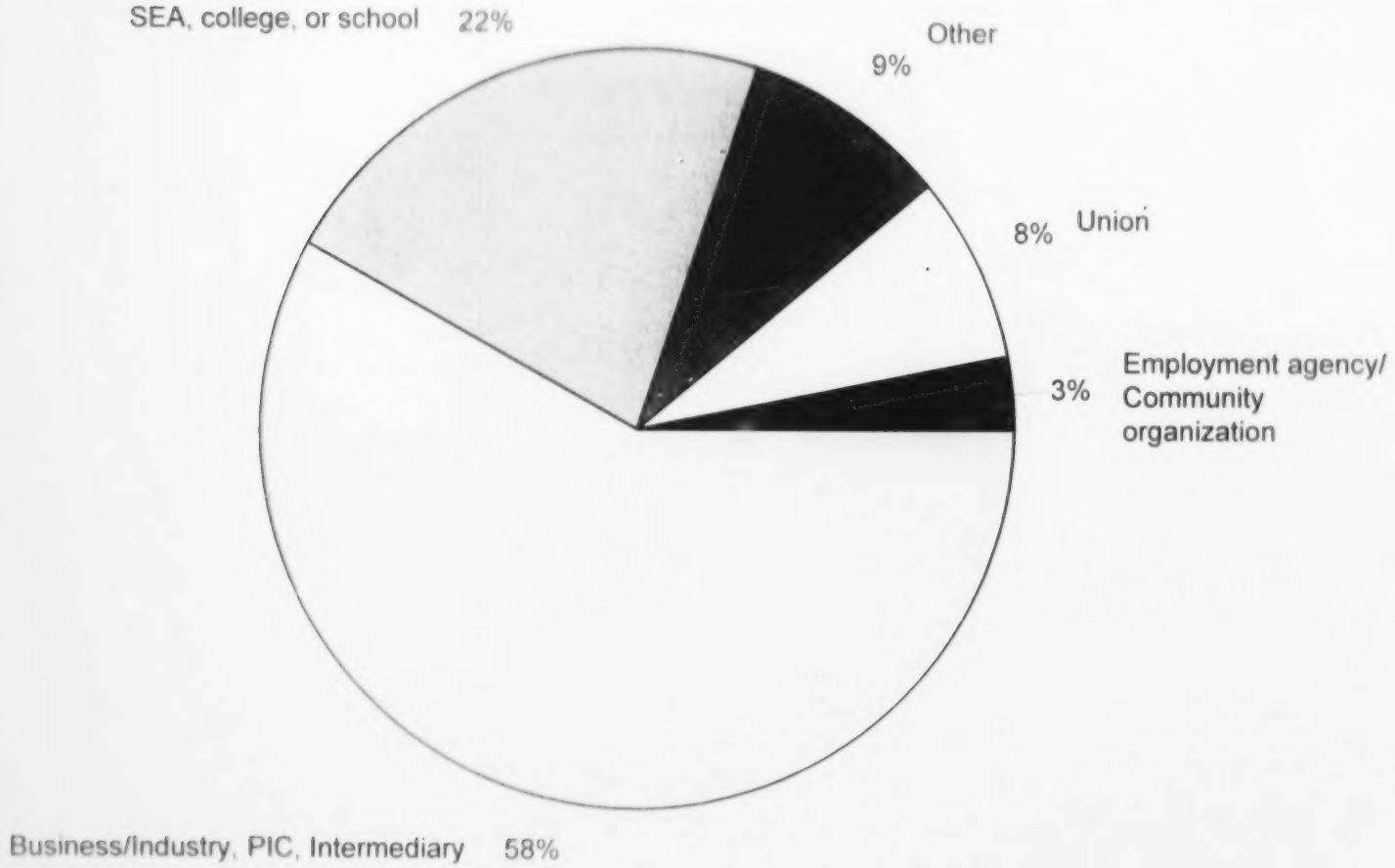
1. What types of organizations are partners and how many are there?

There were 360 organizations that participated as partners in the NWLP and, on average, partnerships included about eight partners. The number of partners, however, varied considerably, particularly for state consortia and for other partnerships. For the seven state consortia, the average number of partners was 23, and partnerships based on a local consortia included an average of only six partners.

As might be expected, given the general guidelines for forming NWLP partnerships, there is wide variation in the composition of this group. Most of the partners were drawn from business and industry, private industry councils, or trade associations: about 60 percent of the partners were classified as belonging to these types (see Figure II.2). The next largest group of partners was composed of education entities, such as state or local education agencies, area vocational schools, or community colleges. The smallest representation in the partnerships was for labor organizations, employment and training agencies, and community-based organizations.

The average local partnership included as partners five businesses or industry-related organizations (including PICs and trade associations), two education-related organizations (including a state or local education agency, a community college, or an area vocational school), and one labor organization (see Table II.1). For state consortia and local providers the same pattern is present, but as one would expect, the averages for each type of partner were much smaller for partnerships organized around a local model.

FIGURE II.2
TYPES OF ORGANIZATIONS PARTICIPATING IN NWLP PARTNERSHIPS



NOTE: Appendix A reports the number of observations (partners) used to compute percentages.

TABLE II.1

AVERAGE NUMBER OF PARTNERS IN NWLP PARTNERSHIPS

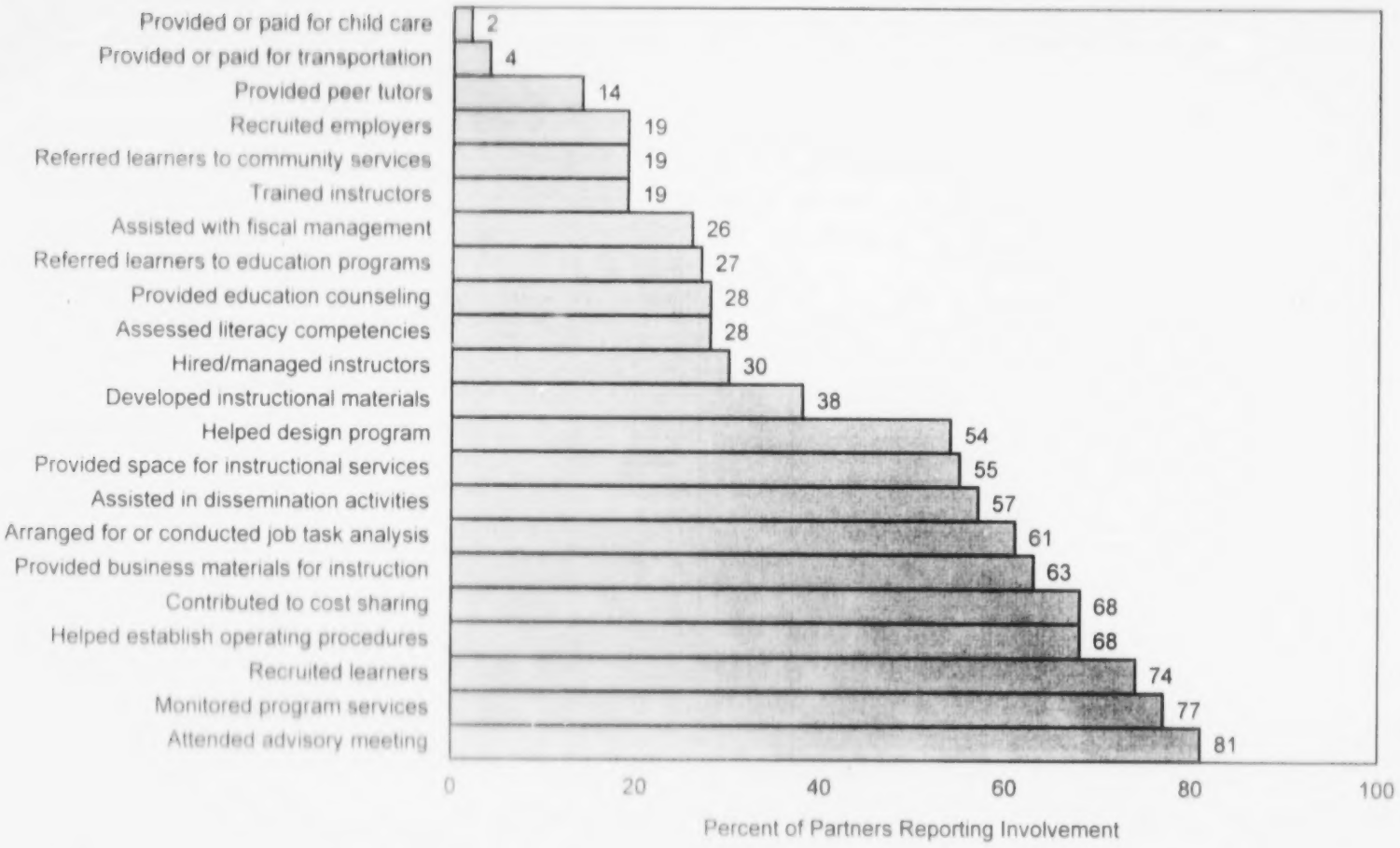
Partner Type	Overall	State Consortium	Local Partnership
Business and Industry Organizations, PICs, Intermediaries	5	12	4
Education Organizations	2	6	1
Unions	1	4	.2
CBOs and Employment/Training Agencies	2	1	.2

2. In what activities have NWLP partners been involved?

The most common activity for partners was their attendance at project advisory panel meetings: eight-tenths of all partners attended these meetings (see Figure II.3). The next most common activities focused on monitoring program services, helping to recruit learners, helping to establish operating procedures, and cost sharing.[7] Besides these activities, many partners took part in activities such as conducting literacy job task analyses, providing work related materials for use as part of the instructional program, and helping design the program. Few partners engaged in activities to support employees' attendance at courses through the provision of child care services or transportation. This limited provision of support services should be expected, however, because, as we note in Chapter III, many NWLP projects held their classes before work, during the workday, or

[7]Although all partners are formally required to share in the projects' costs, it appears that when responding to this item, some partners distinguished between the direct outlay of funds and other activities that could be considered as cost sharing such as the provision of space for holding classes at the work site. As a consequence, less than 100 percent of the partners reported they contributed to cost sharing.

FIGURE II.3
PARTNER INVOLVEMENT IN NWLP PARTNERSHIP ACTIVITIES



NOTE: Appendix A reports the number of observations (partners) used to compute percentages.

immediately after work--times when there is little demand for child care beyond that which parents have already arranged or for transportation since workers are already at the workplace.

C. EMPLOYERS AND UNIONS

This section looks at the NWLP partnerships from the perspective of employers and unions from which learners were recruited regardless of their partnership status: many employers and unions were partners in the NWLP grant, but about 30 percent did not carry this official status.[3] Two approaches are taken to describe employers and unions. First, we describe the characteristics of employers and unions, their reasons for participating, and the activities in which they participated, regardless of an organization's partnership status. Second, we take partnership status into account when examining employer and union activities. The two approaches reveal that some employers and unions take a much more active role in NWLP than others. In fact, employers and unions that are partners are often more than twice as likely to take part in NWLP activities as non-partners.

1. Who are the employers/unions that participated in the NWLP partnership and how many are there?

NWLP partnerships recruited learners from 356 employers and unions for an average of about eight per partnership. The average number of employers and unions is 18 for partnerships working with a state consortium and seven for partnerships with a local program. Ninety percent of the organizations from which learners were recruited were employers; the remaining organizations were unions.

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[3]Using partners instead of all employers and unions as the basis for examining the status of organizations that contribute learners to courses, we find about half of the partners were employers or unions from which workers were recruited.

Most employers and unions working with NWLP partnerships were associated with the manufacturing industry: more than half the employers and unions were in manufacturing, about 20 percent were associated with health related industries, and about 10 percent were in a service industry (see Figure II.4).[4] Few employers were from the retail industry.

Some other characteristics of employers and unions were:

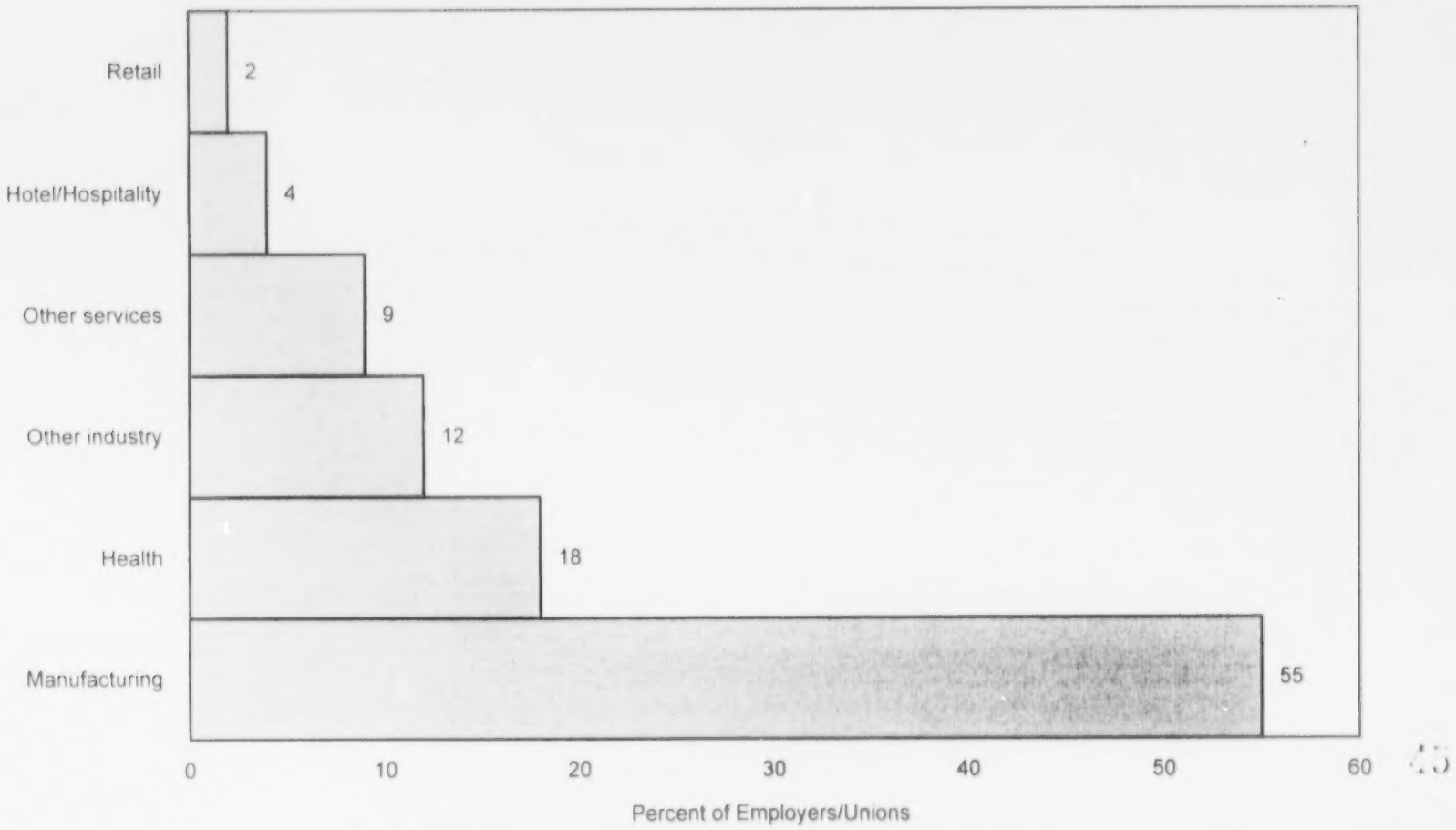
- About one-third of the employers in the NWLP partnerships were small businesses. This is similar to that found in other studies of workplace literacy programs: large employers tend to dominate the landscape (see, for example, Bassi 1994).
- Two-thirds of the employers had no union employees at their work sites.
- Organizations with multiple work sites accounted for almost two-thirds of the employers.
- An average of two employer sites or plants were involved in an NWLP partnership.

2. Why employers and unions participate in a workplace literacy project

Employers and unions institute workplace literacy programs for many reasons. Bassi (1994) observed the most likely reason for beginning a workplace literacy program in her sample of 72 case study sites was to reduce errors and waste, particularly for manufacturing firms. This also was the most common reason employers and unions participated in the 1994 NWLP partnerships. Figure II.5 shows that other reasons for participating included responding to organizational changes such as moving to a team-structure, changes in production or operational procedures, changes in technology, and improving the skills of employees with limited English proficiency. Twelve percent

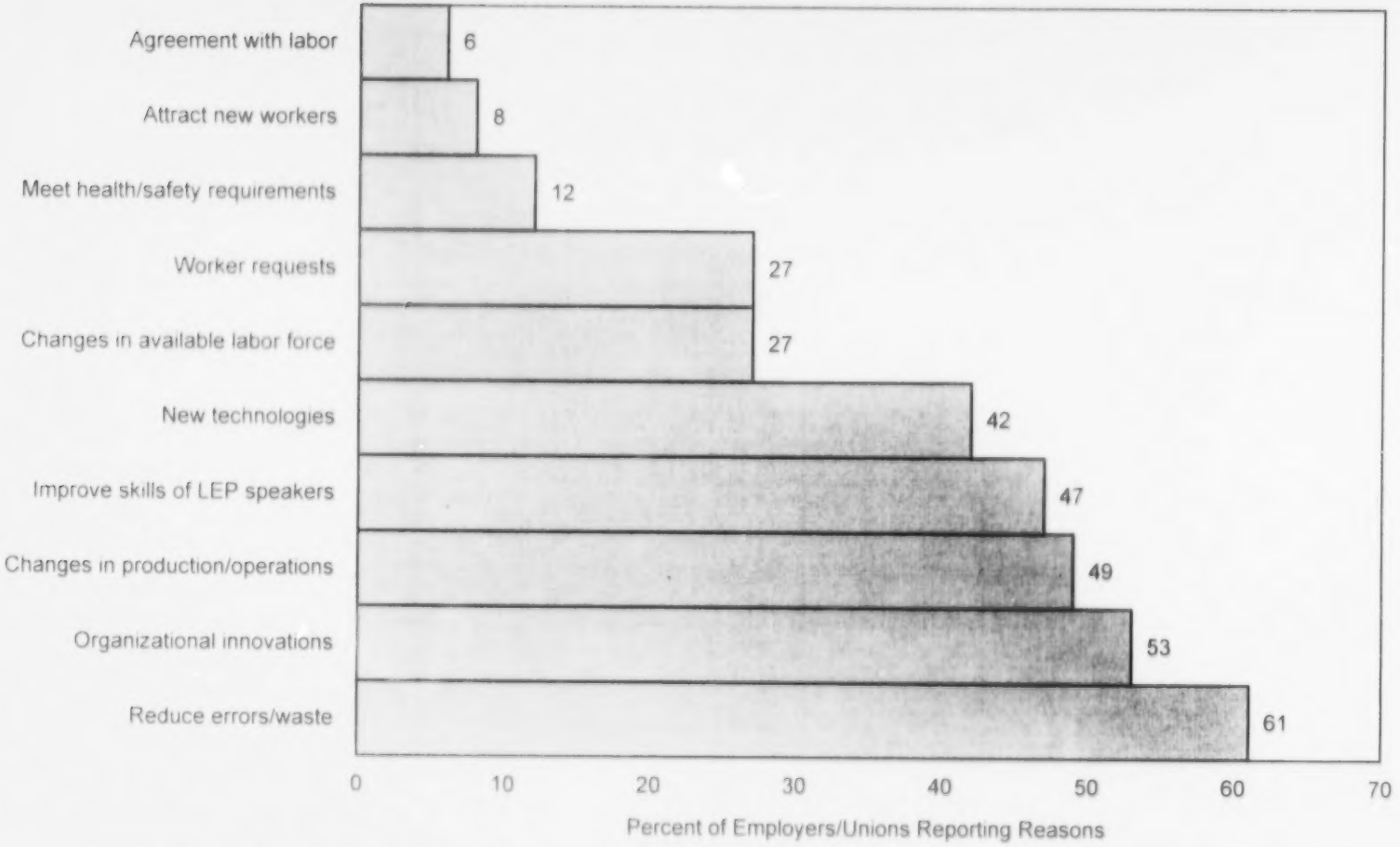
[4]Employers were asked to indicate which of the following types of industry they were primarily associated with: hotel/hospitality services, hospital/health care services, other services, manufacturing, or wholesale/retail trade, and other.

FIGURE II.4
TYPES OF EMPLOYERS AND UNIONS WORKING
WITH NWLP PARTNERSHIPS



NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

FIGURE II.5
REASONS FOR PARTICIPATING IN NWLP PARTNERSHIPS FOR EMPLOYERS AND UNIONS



NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

or fewer of the employers and unions reported starting a workplace literacy program to meet health and safety standards, to attract new workers, or to honor an agreement with a labor organization.

Employers and unions generally had similar reasons for participating in NWLP partnerships (see Table II.2). The two exceptions were changes in production and operations, and improving skills of limited English proficient workers--unions were more likely to participate for both these reasons.

3. Involvement in NWLP partnerships by employers and unions

Employers and unions participated in various partnership related activities. These activities include providing materials from the workplace that were used as part of the instructional program, attendance at advisory meetings, provision of space for classes and other instruction related activities, and contributing to cost sharing (see Figure II.6). Few employers or unions provided support services or helped recruit other employers and unions to participate in the NWLP partnerships.

Besides direct involvement in activities, employers and unions may be indirectly involved through the provision of paid release time and the recognition of the literacy related accomplishments made by their employees. Paid release time may be especially important for learners because it makes it easier for them to participate in workplace courses. Although paid release time may be an important element of workplace literacy programs, it appears difficult for a number of employers to support. Less than one-third of the employers involved in the partnerships offered partial paid release and a similar number offered complete paid release (see Figure II.7)[5]

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[5]A few employers and unions checked both partial and complete paid release. When we removed this overlap in responses, we found that about 58 percent of the employers and unions offered either partial paid release or complete paid release time.

TABLE II.2

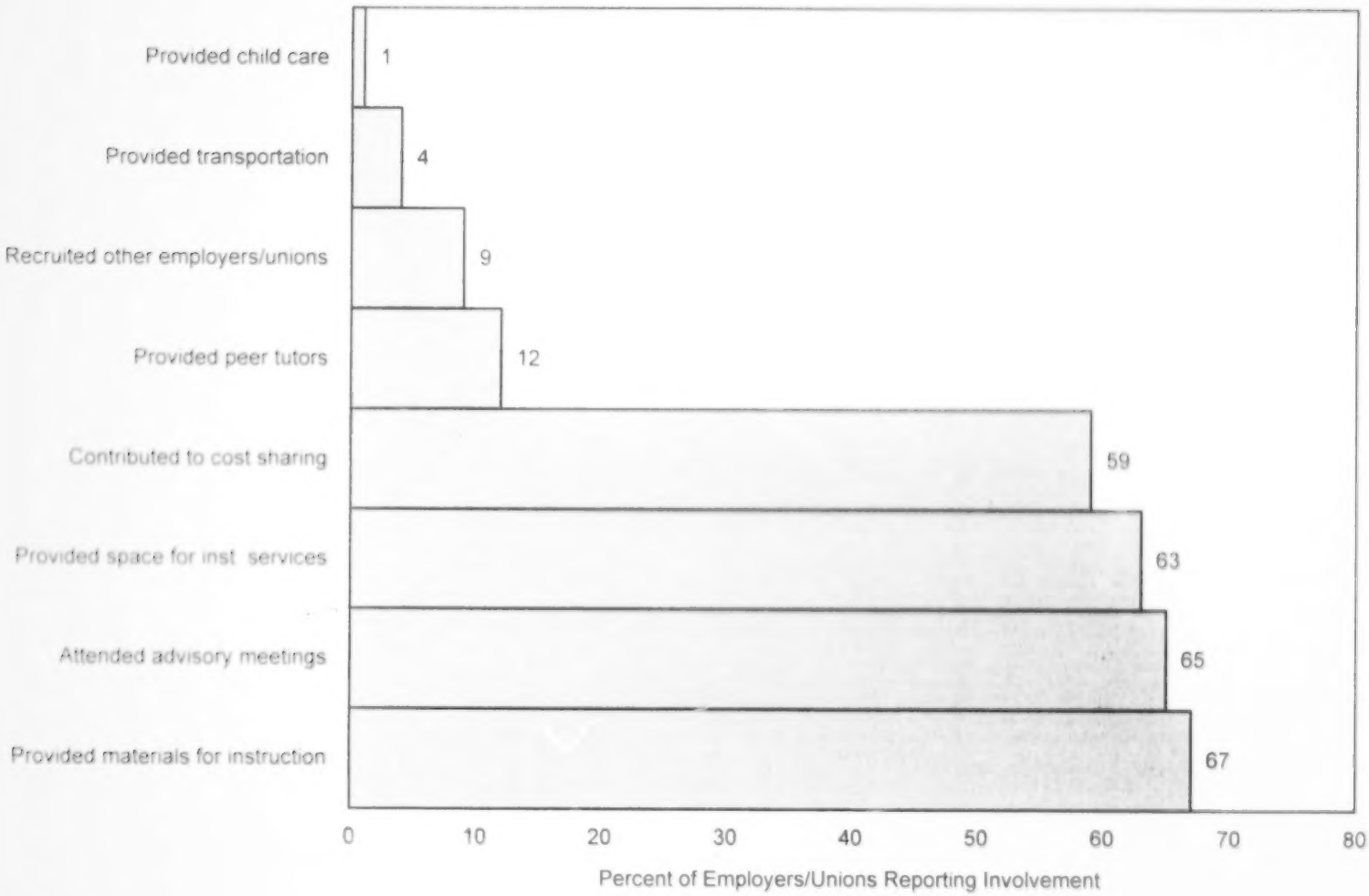
REASONS EMPLOYERS AND UNIONS PARTICIPATED
IN WORKPLACE LITERACY PARTNERSHIPS

Reason	Employers	Unions
To reduce errors and waste	61%	58%
Organizational innovations	54	47
Changes in production/operations	48	58
Improve skills of limited English speakers	45	68
New technology	41	47
Changes in the available workforce	25	21
Worker requests	25	18
Other reasons	13	29
Meet health and safety standards	11	13
Attract new workers	8	3
Agreement with labor organization	5	11

NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

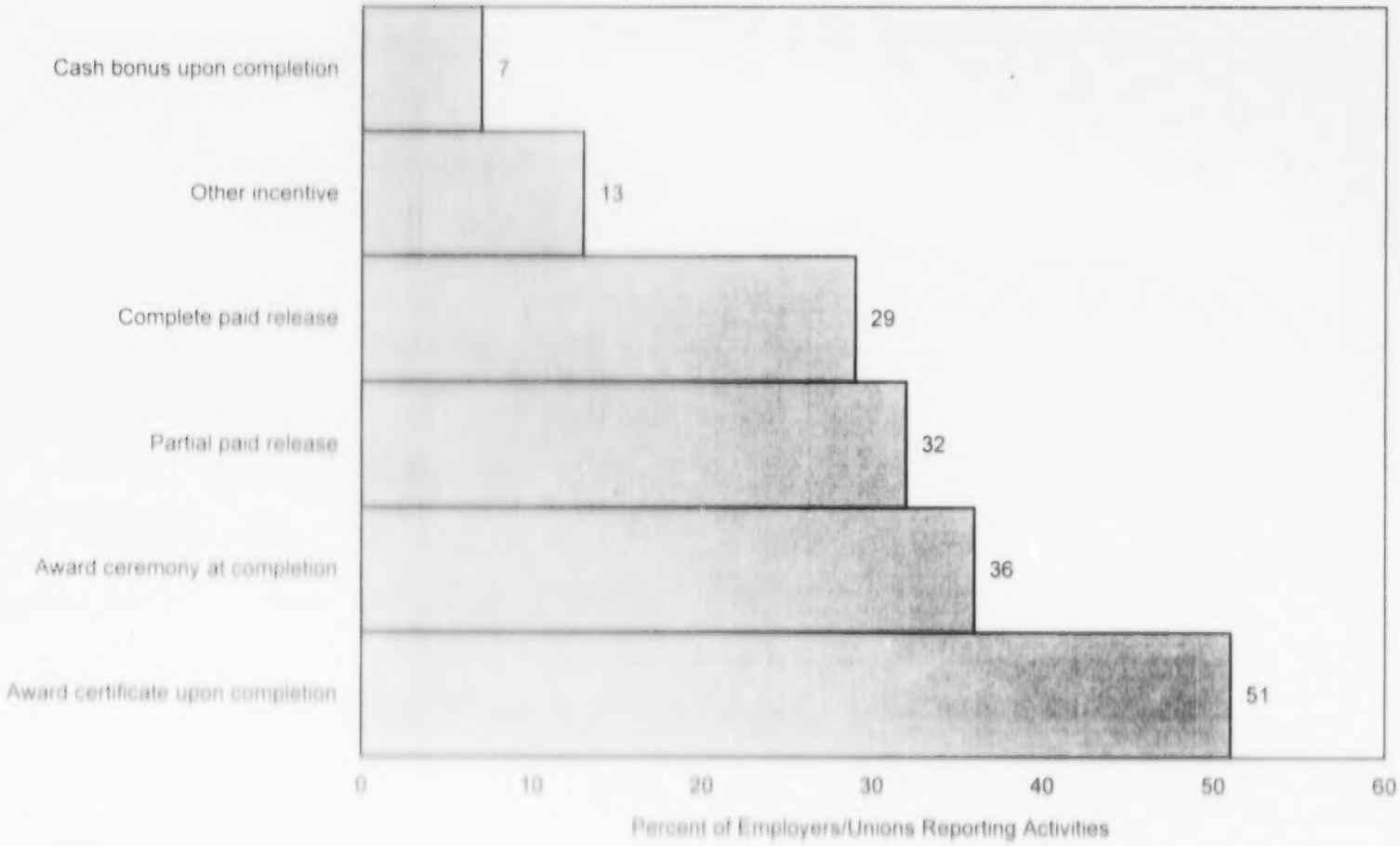
In addition to investing through the use of paid release time, employers and unions may show their support for learners through other mechanisms that recognize their accomplishments. The most common form of recognition by employers and unions was the presentation of an award certificate upon completion of a workplace literacy course. Other practices such as cash bonuses were rarely used.

FIGURE II.6
EMPLOYER/UNION INVOLVEMENT IN NWLP PARTNERSHIP ACTIVITIES



NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

FIGURE II.7
USE OF RELEASE TIME AND RECOGNITION OF COURSE COMPLETION BY EMPLOYERS AND UNIONS



NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

4. Are partners more likely to be directly involved in a NWLP partnership?

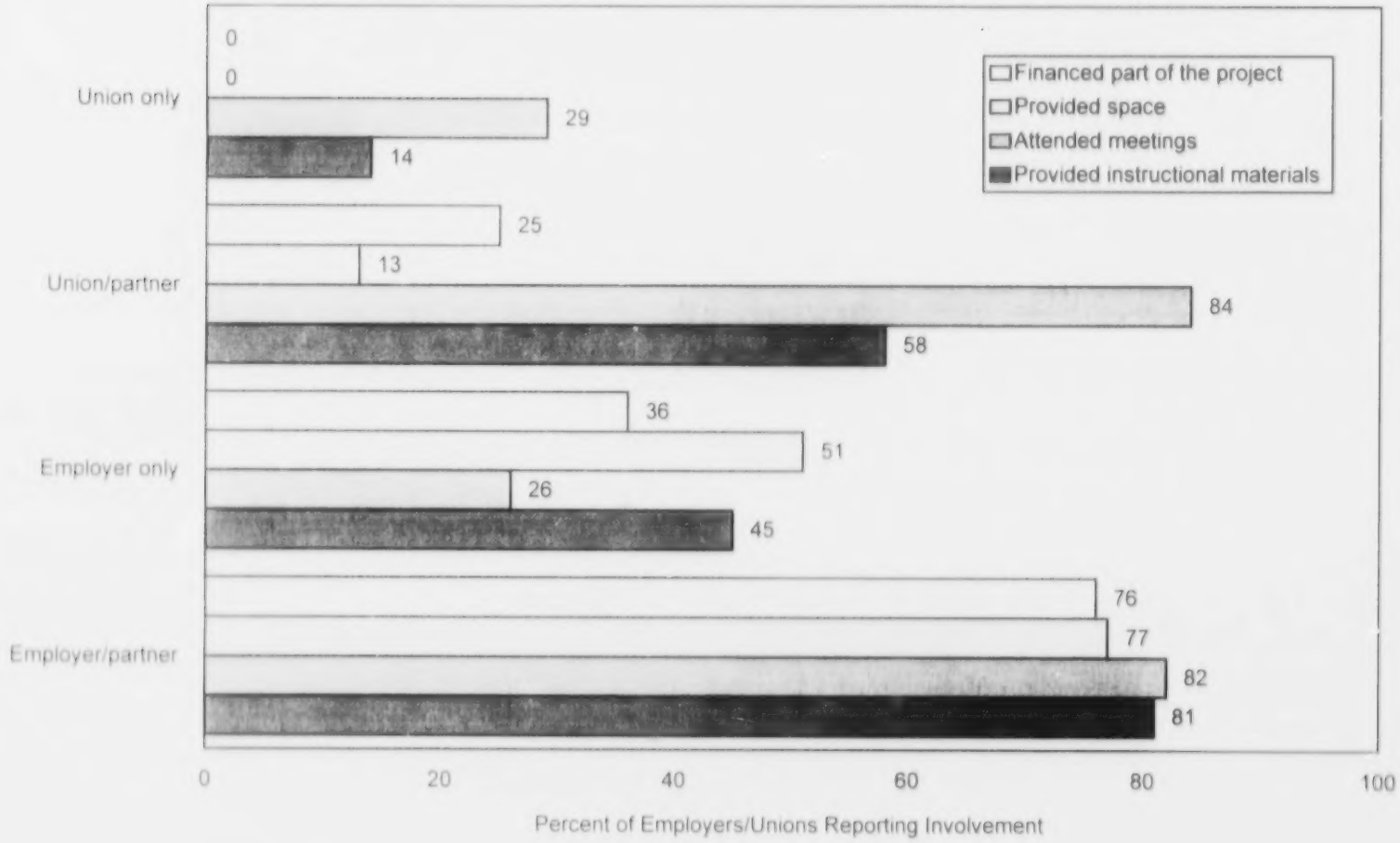
Employers and unions often took part in four activities: (1) providing instructional materials, (2) participating in advisory meetings, (3) providing space for instructional services, and (4) contributing to cost sharing. Figure II.8 disaggregates the information further and shows that being a member of the partnership substantially increases the participation of employers and unions. For example, almost 60 percent of the unions that were partners provided instructional materials while less than 15 percent of the other unions provided materials. For employers, similar observations apply.

Figure II.9 shows use of paid release time and recognition by employers and unions that were also partners. In general, it is clear that partners took a more active stance in this area than did non-partners. For example, employer/partners were twice as likely to provide partial paid release time to workers as employer/non-partners. In part, the greater use of paid release by partners may reflect part of their contributions to the cost sharing required by the NWLP from the partnership as a whole.

5. Is participation in workplace literacy mandatory for learners?

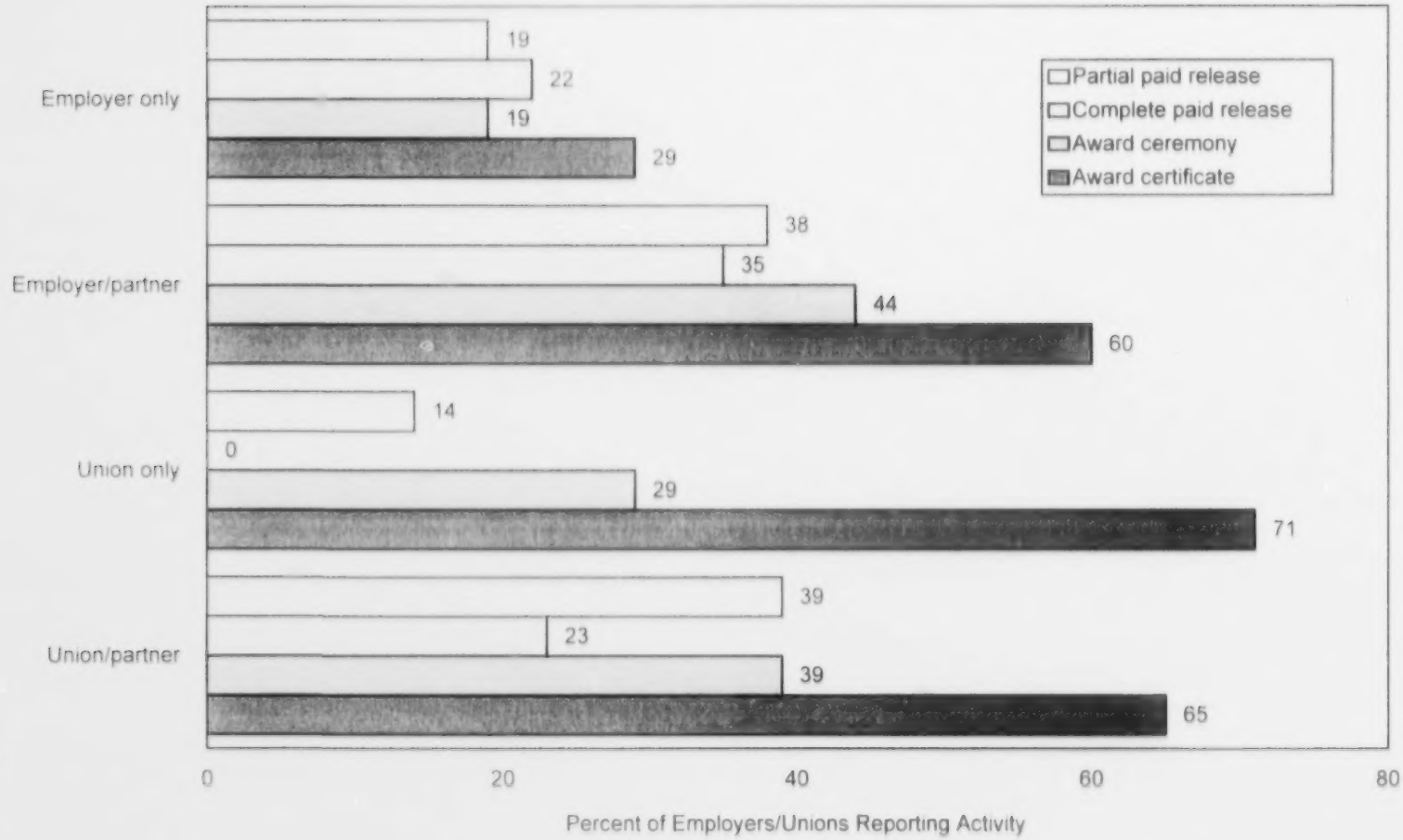
Like other employers with workplace literacy programs (Bassi 1994), almost 80 percent of those involved with NWLP partnerships allowed employee participation to be voluntary (see Table II.3). Less than 10 percent have a mandatory program and another tenth make it mandatory for some workers. Comparison of employers with unions shows that the same pattern is present; however, unions are more likely to rely on learners voluntary participation than are employers.

FIGURE II.8
INVOLVEMENT IN NWLP PARTNERSHIP ACTIVITIES FOR PARTNERS, EMPLOYERS AND UNIONS: FOUR MOST COMMON ACTIVITIES



NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

FIGURE II.9
USE OF RELEASE TIME AND RECOGNITION BY
PARTNER AND EMPLOYER/UNION STATUS



NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

TABLE II.3

MANDATORY PARTICIPATION IN WORKPLACE LITERACY FOR LEARNERS

Participation	Overall	Employers	Unions[a]
Mandatory for all	8%	10%	0%
Mandatory for some	13	14	5
Voluntary	79	76	96

[a]Does not sum to 100 percent because of rounding.

NOTE: Appendix A reports the number of observations (employers/unions) used to compute percentages.

III. WHAT KINDS OF WORKPLACE LITERACY COURSES ARE TAUGHT AND WHO TEACHES THEM?

Workplace literacy instruction is premised on a close relationship between instruction and the literacy requirements that workers encounter as part of their jobs. It follows that instruction must be customized to the work context and developed through a careful analysis of job-based literacy demands. Ideally, the courses that result from this approach incorporate actual workplace materials and problems into the lessons used to instruct workers. Supporters of workplace literacy endorse many of the pedagogical approaches that adult educators generally advance as key features of effective practice: the avoidance of traditional school-based approaches that adults with deficient skills may have found unrewarding in the past, the routine assessment of learners' progress and the provision of feedback to them, the involvement of workers in setting personal learning objectives and plans, the use of instructors experienced in teaching adults, and the provision of professional development opportunities to enable staff to master techniques for teaching job-linked skills. Finally, workplace literacy's goal to closely link instruction to the job implies that workers should find participation in courses relatively convenient.

Information from the NWLP partnerships suggests that staff have put into practice many of these elements of workplace literacy instruction.[1] Below, we highlight important findings presented in this chapter that support this conclusion:

- Although staff categorized 86 percent of all courses as "classes," the diverse content and the applied nature of these classes distinguish them from traditional school classes.

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[1]The information about courses reported in this chapter was reported by staff in the NWLP partnerships. The findings are not based on direct observations of courses.

- Workplace literacy courses overwhelmingly were located at the workplace and were scheduled during the workday (though not during lunch) or at either end of it.

- Well over half the workplace literacy courses were based on team-learning and employed materials obtained from the workplace.

Certain characteristics of the courses offered by the partnerships, however, reveal areas where additional investment, technical assistance, or recruitment efforts might be warranted. We specifically call attention to the following findings:

- Relatively few courses used computer-assisted learning. Learning centers, workshops, and tutorials used computer-based learning more than classes, but even among these types of courses, only one-third reported computer-assisted learning.

- Assessment methods to place or evaluate workers in workplace literacy courses were extremely diverse. Although almost all courses used some assessment method, less than one-third used the following: supervisor ratings, portfolio assessments, standardized literacy tests, or customized job-related competency tests. A number of courses depended only on teacher-developed tests.

- Instructional staff employed by partnerships had high levels of education and experience in workplace literacy. Their demographic profile, however, differed markedly from that of workplace literacy participants.

This chapter first presents information about the courses that the NWLP partnerships offered, describing such aspects as location, scheduling, content, instructional methods, and assessment tools. The chapter then turns to a description of how instruction in partnerships that work with a specific group of employers and learners differs. The last section of the chapter addresses the roles and characteristics of instructors in workplace literacy partnerships.

A. THE SCHEDULING AND CONTENT OF WORKPLACE LITERACY COURSES

Convenient access was the norm for the 2,113 courses reported by the NWLP partnerships. Only 14 percent of workplace literacy courses were held at a location other than workers' places of

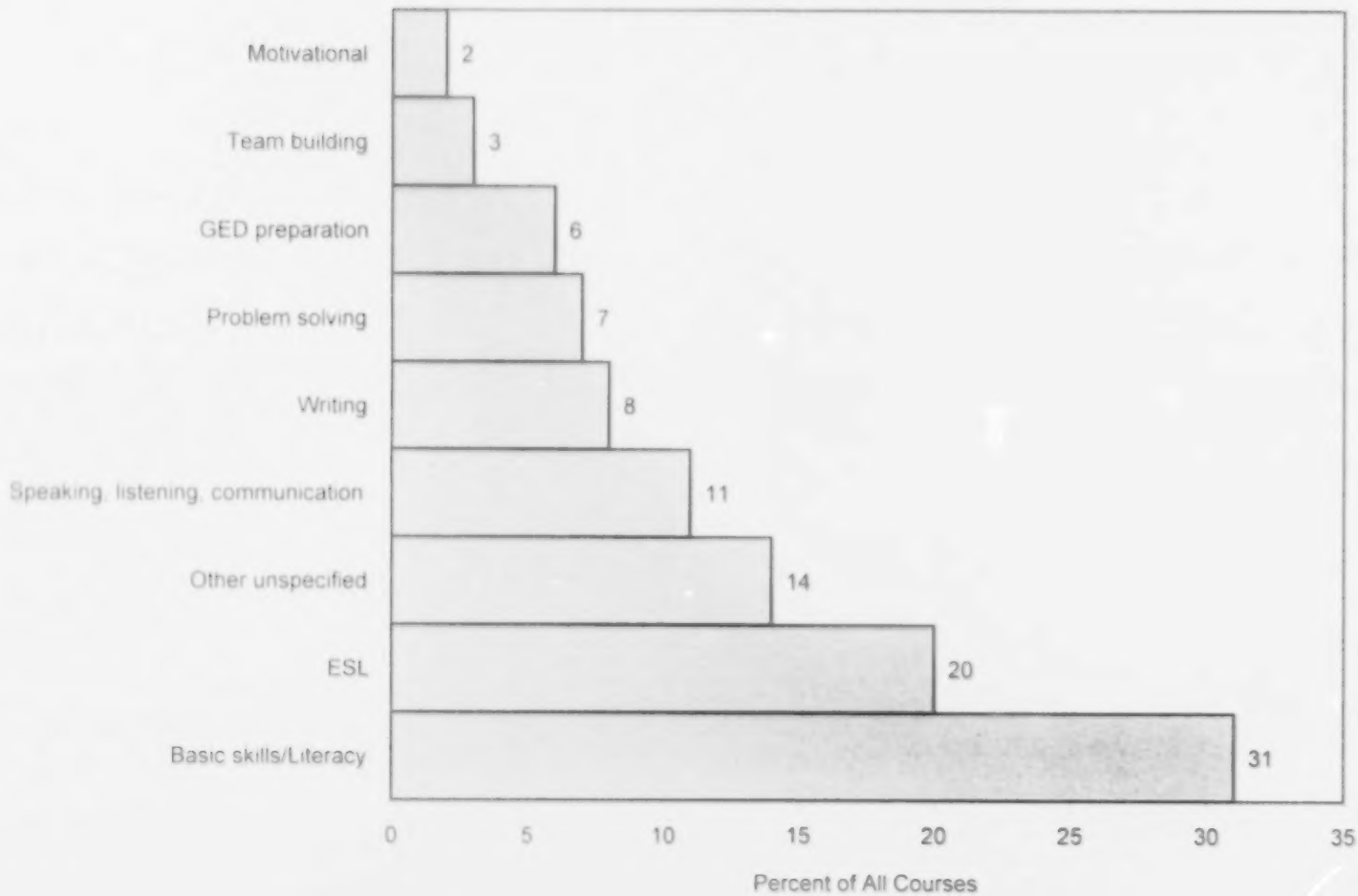
employment. These off-worksite courses were located at community colleges (3 percent), community-based organizations (3 percent), union facilities (1 percent), schools (1 percent), or other unspecified locations (5 percent). Course schedules tended to be equally accommodating to workers, with 58 percent of courses offered during the workday (but not at lunchtime) and 42 percent timed to occur before or after the workday.

The main emphasis of courses varied considerably, ranging from basic reading and math skills to team building (Figure III.1). Such variety is consistent with the multiple literacy problems that Mikulecky and Lloyd (1993) have observed are characteristic of workplaces--problems that range from a lack of English language skills to difficulties in writing reports for supervisors. The most prevalent course emphasis, not surprisingly, was the general area of basic skills/literacy. Almost one-third of courses focused on this area, with one-fifth, the second largest fraction, concentrating on English as a Second Language (ESL). The areas least reported as an overall focus were motivation (that is, self-esteem and goal setting) and team building.[2]

So far, we have described the principal emphasis of a course, not the group of skills that may be taught in a course. The variety of skills that staff reported teaching in courses provides additional perspective on the applied, job orientation of workplace literacy courses (Figure III.2). For example, problem-solving and reasoning skills were frequently cited by instructors as skills they taught, even though the principal emphasis of the course was not on problem-solving or reasoning. Another way of stating this is to say that instructors pursued the primary emphasis of courses through lessons that required the workers to solve problems and reason. In fact, when we examined the courses in which problem-solving skills were taught, we found that courses focused on the two principal objectives

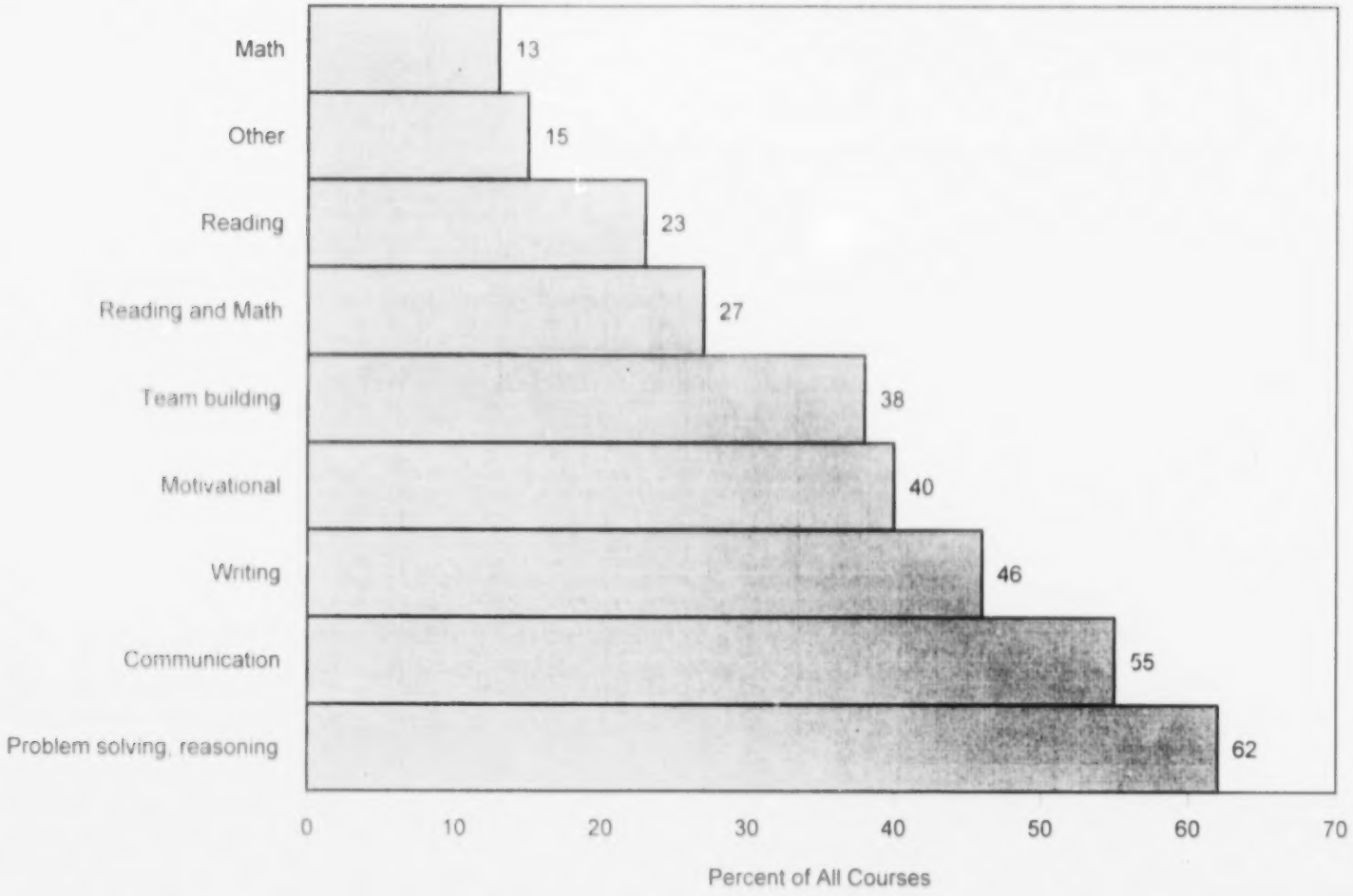
[2]These results reflect analyses that treat each course as a single unit. Obviously enrollments within courses can vary. Consequently, the numbers of learners having the opportunity to learn certain skills such as mathematics or ESL may differ from the frequency patterns presented.

FIGURE III.1
PRIMARY EMPHASIS OF WORKPLACE LITERACY COURSES



NOTE: Appendix A reports the number of observations (courses) used to compute percentages.

FIGURE III.2
SKILLS TAUGHT WITHIN WORKPLACE LITERACY COURSES



NOTE: Appendix A reports the number of observations (courses) used to compute percentages.

of basic skills/literacy and ESL accounted for half the courses in which problem-solving and reasoning were taught. Similarly, basic skills/literacy and ESL courses accounted for half of the workplace literacy courses in which writing skills were taught.

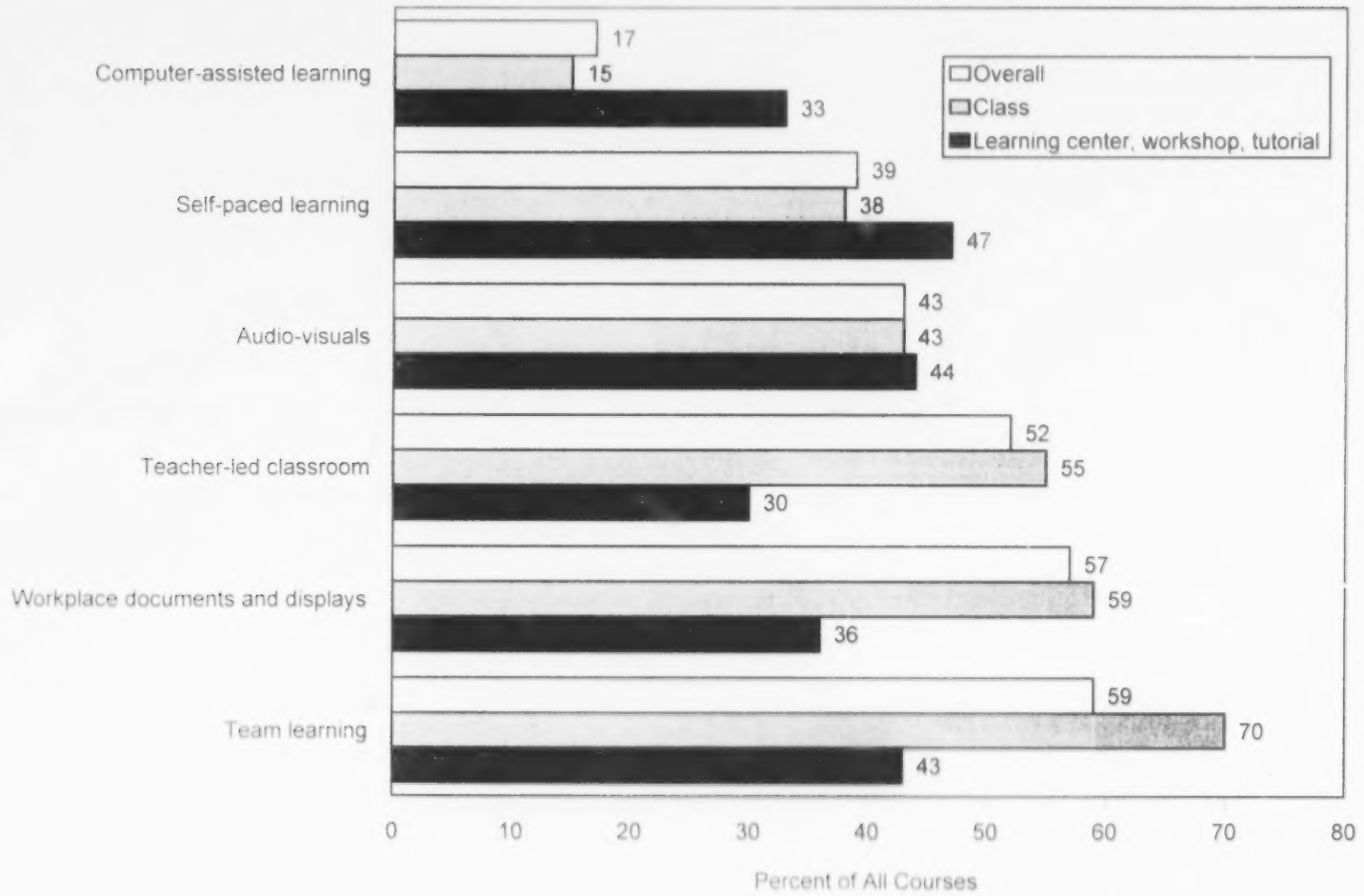
The diversity and applied nature of workplace literacy courses can also be assessed by the extent to which courses incorporated a variety of skills beyond those implied by a course's principal focus. Courses with ESL as a primary emphasis, for instance, usually included instruction in the expected skill areas of reading, writing, and speaking, but a significant number of ESL courses also taught problem-solving, motivation, and team-building.[3] Such patterns were common across courses in the NWLP partnerships. It appears that just as many jobs call upon workers to combine a number of skills, so did the workplace literacy courses offered by the NWLP partnerships.

B. METHODS OF INSTRUCTION AND ASSESSMENT

Most workplace literacy courses relied upon instructional methods consistent with the workplace literacy template (Figure III.3). Team learning and workplace materials were key pedagogical elements in close to 60 percent of all courses. By relying on team learning, workplace literacy courses address the goals of involving learners and creating environments that affirm the skills learners already possess. Similarly, workplace materials contextualize instruction to make it meaningful to workers and to maximize the transfer of literacy skills. Just over half of all courses relied on a teacher-led classroom--a noteworthy finding given the overwhelming percentage of courses that were designated as classes by staff in the partnerships. Apparently, team learning approaches in combination with self-paced learning allow instructors to shift from the structure of

[3]The percentages of ESL-focused courses that included these skills were 56, 44, and 39, respectively.

FIGURE III.3
INSTRUCTIONAL METHODS USED IN WORKPLACE LITERACY COURSES, OVERALL AND BY TYPE OF COURSE



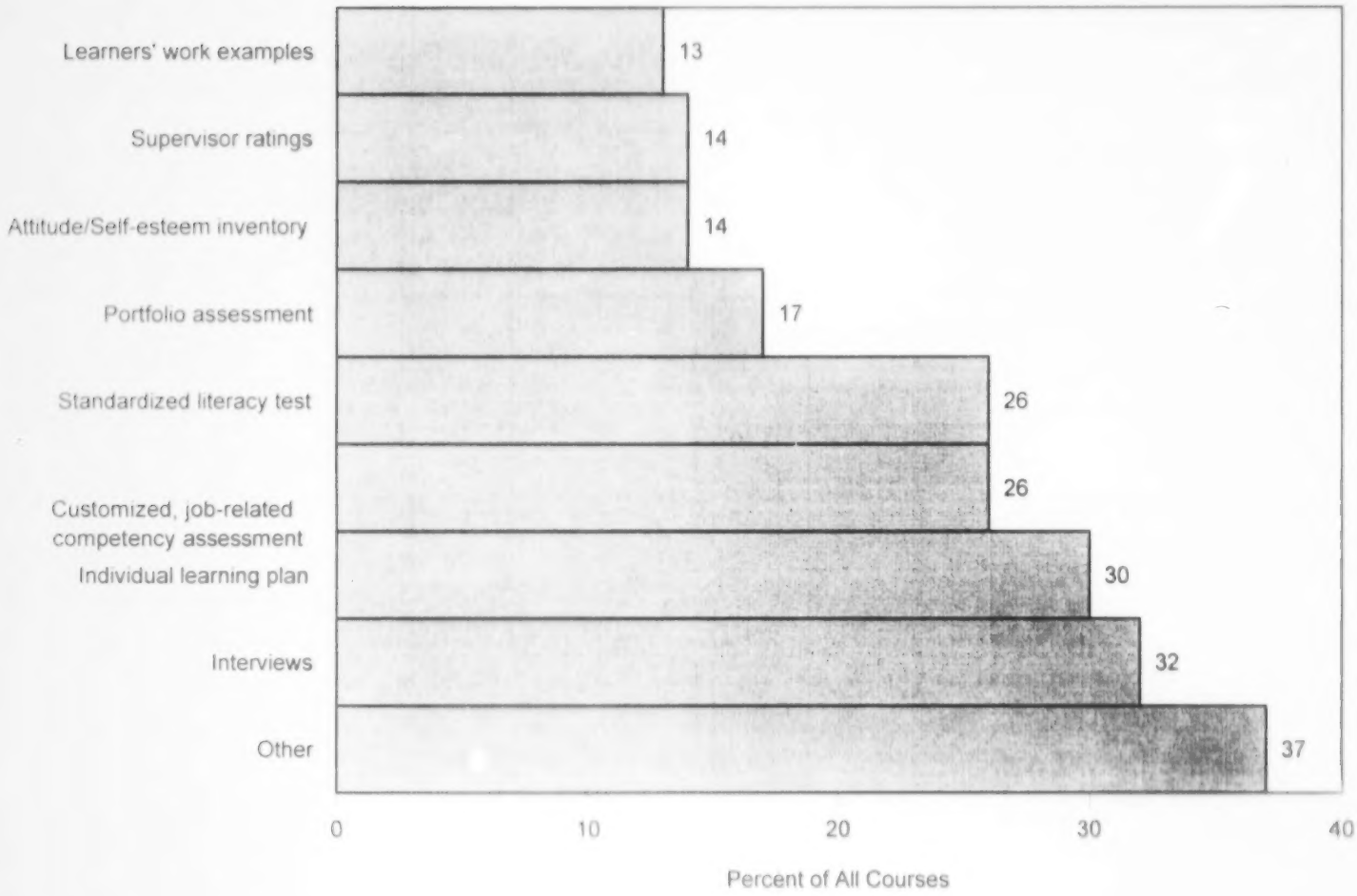
NOTES: Instructional methods indicated as used "frequently" or "always".
Appendix A reports the number of observations (courses) used to compute percentages.

the more traditional classroom. The least utilized form of instruction was computer-assisted learning; only 17 percent of all courses were reported to have incorporated computer-based instruction. As noted subsequently in this chapter, more than half of the projects reporting information to NWLIS indicated that computer-assisted instruction was one of their emphases in staff development. Many proponents of workplace literacy consider computerized assistance to be a very potent tool for workers because of its individualization and self-paced features. Nevertheless, its full implementation in the field appears to be some ways into the future.

Although we generally found few differences stemming from whether courses were categorized as classes or as other learning formats, instructional methods were an instance where these differences did emerge. Team learning, for example, was used more extensively by workplace literacy classes than by learning centers, workshops, and tutorials. By contrast, computer-assisted learning was more prevalent in learning centers than in classes.

Learner assessment practices, while widely regarded as important to effective workplace literacy programs, nevertheless have often stirred debate. At the center of this controversy are issues about the appropriateness of various measures and counterconcerns about the lack of objective, comparable measures of learners' progress (Kutner, et al. 1991, Mikulecky 1994). Evidence from courses offered through the NWLP partnerships reveals wide variations in the use of assessment methods, suggesting that these issues are far from resolved. Although some type of assessment method was reported for almost all courses offered during the data collection period, courses varied considerably in the type of assessment method employed--either as a placement tool, a pretest, or a posttest. The most frequent response from staff who were asked to report the assessment method used in a course was "other." Instructors in 37 percent of courses chose this response, despite the presence of a list of several specific assessment methods (displayed in Figure III.4). Our inspection

FIGURE III.4
TYPES OF ASSESSMENTS USED IN WORKPLACE LITERACY COURSES
TO PLACE OR EVALUATE WORKERS



NOTE: Appendix A reports the number of observations (courses) used to compute percentages.

of the responses that instructors wrote in to explain what "other" methods were used shows that many courses relied on reviews of learners' course work or tests that instructors themselves had developed (for example, methods frequently cited were writing samples and tests of the unique material taught in the course).

Several assessment methods were used with limited frequency. For example, in only a few courses were learners assessed by means of supervisor ratings and portfolios. Standardized literacy tests--long viewed as insensitive to the gains that workers make in the job-customized, short-duration courses typical in workplace literacy programs--were used in less than one-third of the courses.[4] Even individual learning plans tended to be used only moderately as assessment tools; in only 30 percent of courses were these plans used in the assessment process--a sharp contrast with the apparently widespread presence of these plans. More than two-thirds of workplace literacy projects reported that they required individualized learning plans for all participants. Overall, what is noteworthy in these results is the seemingly limited extent to which new assessment tools--be they job-related competency measures, portfolio assessments, or improved standardized assessment batteries such as Work Keys--are being used in workplace literacy courses.[5]

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[4]The 25 percent of courses using standardized tests cited in Figure III.4 is a slight underestimate of actual usage. Responses in the "other" assessment category indicate that some courses did use a standardized test, but one not included in the list provided to respondents.

[5]The American College Testing Program (ACT) introduced the Work Keys System about the time many workplace literacy partnerships commenced operating under their 1994 federal grants. The system is an assessment inventory composed of skill scales on what are defined as critical generic workplace skills. About 5 percent of courses reported using Work Keys during the 18-month data collection cycle.

C. INSTRUCTIONAL DIFFERENCES ASSOCIATED WITH THE SPECIALIZED FOCUS OF PARTNERSHIPS

The content and main emphasis of courses differed in partnerships that focused heavily on a specific population of workers or on a specific group of employers. Courses offered by workplace literacy partnerships with a large percentage of LEP learners (that is, partnerships in which two-thirds or more of participating workers had limited proficiency in English) were much more likely than courses as a whole to teach writing skills and to rely on team approaches to learning (Table III.1). The courses offered within partnerships focused on manufacturing (that is, partnerships with 80 percent or more of employers in the manufacturing sector) differed from the average course by placing greater emphasis on team building skills and team learning methods. Courses in manufacturing-focused partnerships also were much more likely to be held during the workday as opposed to before or after work.

The information in Table III.1 also highlights notable differences and similarities between courses in the partnerships with a specialized focus.[6] Instruction in LEP-focused partnerships as compared to that in manufacturing-focused partnerships more often included writing and communication skills and less often included reading and math, problem solving/reasoning, and team building skills. In terms of methods, courses in LEP-focused partnerships relied less on teacher-led classrooms, computer-assisted learning, and self-paced learning than did courses in manufacturing-focused partnerships. The courses in both types of partnerships, however, shared a reliance on using team learning techniques. Perhaps the most striking difference between the courses in the ESL and

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[6]Table III.1 includes only instructional features on which differences occurred between partnerships. The two types of specialized partnerships addressed in Table III.1 overlap. Two-thirds of LEP-focused partnerships are manufacturing-focused. Only one-quarter of manufacturing-focused partnerships, however, are LEP-focused.

TABLE III.1

INSTRUCTIONAL DIFFERENCES AMONG PARTNERSHIPS

	Percentage of Courses in Partnerships		
	All Partnerships	LEP-Focused[a]	Manufacturing-Focused[b]
Primary emphasis of course			
Basic skills	31	17	38
ESL skills	20	54	20
Skills taught within course			
Reading and math	27	19	37
Writing	46	81	55
Problem solving/reasoning	62	69	75
Communications	55	79	66
Team building	38	39	51
Instructional methods used in course			
Team learning	67	80	81
Teacher-led classroom	52	38	56
Computer-assisted learning	17	9	25
Self-paced learning	39	24	42
When course is held			
During workday (not lunchtime)	58	47	71
Before/after workday	42	43	27

[a]LEP-focused partnerships account for 13 percent of all partnerships and 16 percent of all courses.
[b]Manufacturing-focused partnerships account for 36 percent of all partnerships and 30 percent of all courses.

NOTE: Appendix A reports the number of observations (courses) used to compute percentages.

manufacturing-focused partnerships was when courses were held. Courses in ESL-focused partnerships were much less likely to occur during the workday.

D. NWLP WORKPLACE LITERACY INSTRUCTORS: ROLES, CHARACTERISTICS, AND STAFF DEVELOPMENT ACTIVITIES

The experience, qualifications, and skills of instructors are features generally considered critical to the success of workplace literacy programs. In an idealized model of workplace literacy,

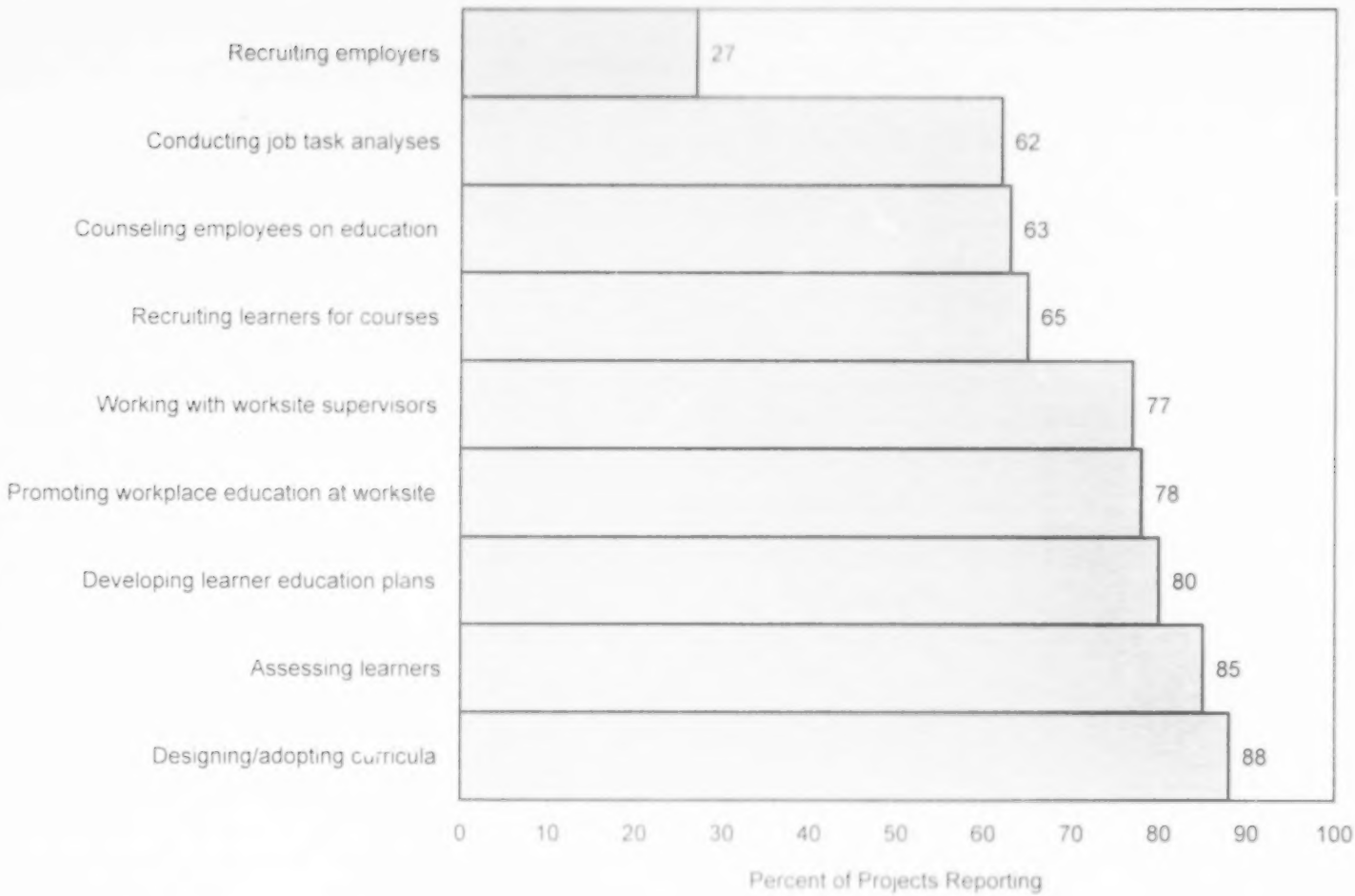
instructors, as a minimum, should have experience teaching adults and working with job-related curricula. Also in this idealized model, staff development should be an ongoing feature of workplace literacy programs--both to allow instructors to acquire additional skill with the approaches required in workplace literacy courses and to expand the professionalism of the emerging field of workplace literacy instruction. Research addressing workplace literacy has given little attention to the issue of the demographic composition of instructors in workplace literacy courses. However, the diversity of adult learners who participate in workplace literacy courses suggests that the presence of instructors who can serve as role models as a consequence of their racial or ethnic background could be an asset for programs.

1. The instructors' roles and staff development efforts in the NWLP partnerships

Consistent with expert opinion that workplace literacy requires instructors to operate on many fronts, instructors in most of the NWLP projects were expected to carry out numerous functions beyond pure teaching (Figure III.5). The instructors' roles commonly entailed developing curriculum, assessing learners, promoting workplace education within the workplace, and working with workers' supervisors. Some projects, however, have defined instructors' roles more narrowly. Instructors in about one-third of the workplace literacy reporting projects were not expected to recruit learners to courses, counsel employees on their education plans, or conduct job task analyses. Finally, workplace literacy projects generally did not assign instructors the task of recruiting employers to participate in workplace literacy programs.

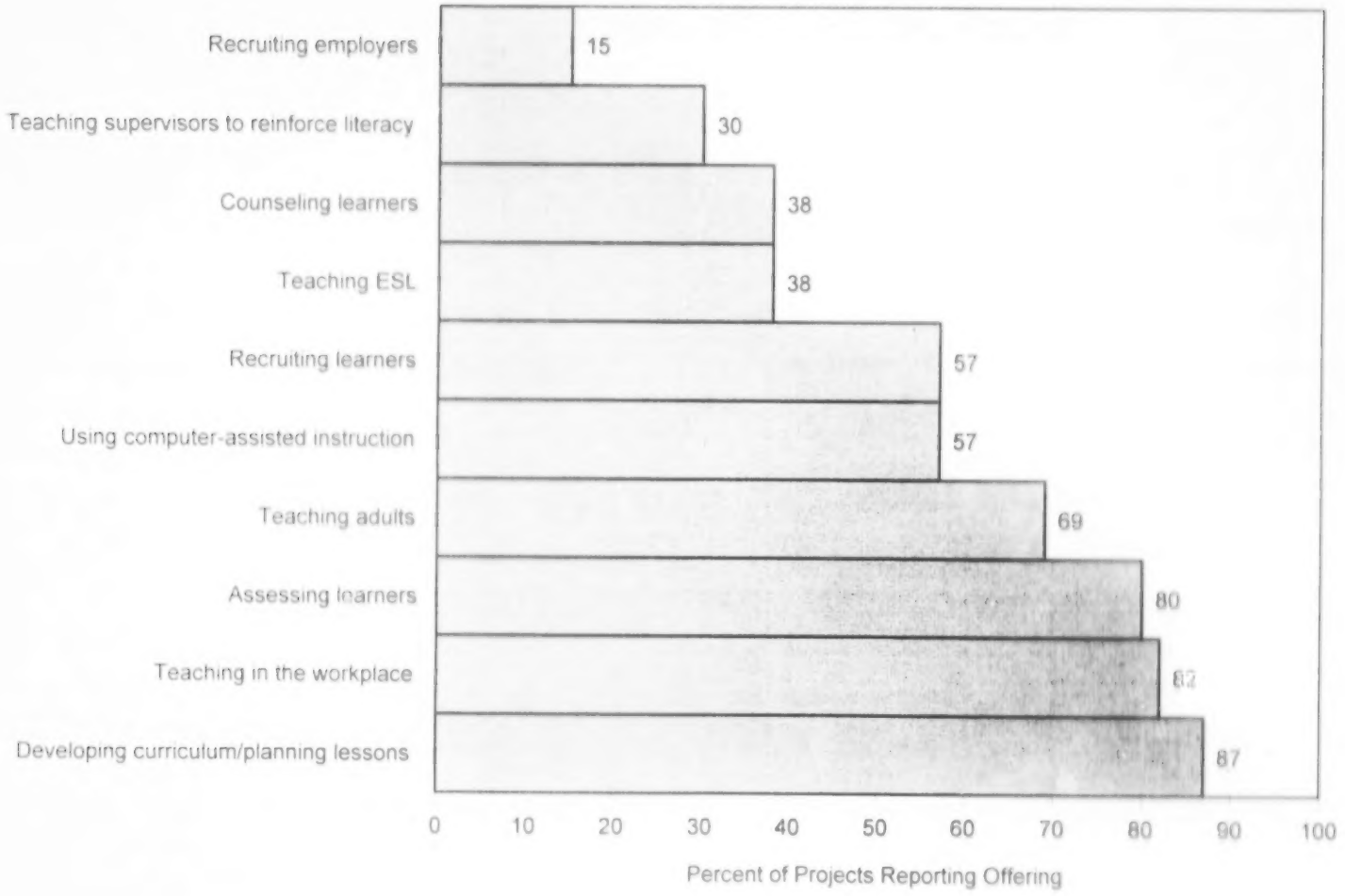
Almost all workplace literacy projects provided instructors with staff development opportunities, most of which concentrated on the core elements of teaching: the development of workplace relevant curriculum, teaching in a workplace setting, and assessing learners (Figure III.6). Computer-assisted learning is evidently an area in which NWLP projects have been attempting to

FIGURE III.5
COMPONENTS OF WORKPLACE LITERACY INSTRUCTORS' ROLES



NOTE: Appendix A reports the number of observations (reporting sites) used to compute percentages.

FIGURE III.6
STAFF DEVELOPMENT OFFERED FOR INSTRUCTORS OF WORKPLACE LITERACY COURSES



NOTE: Appendix A reports the number of observations (reporting sites) used to compute percentages.

build staff expertise. More than half of all projects reported this as an area in which they offered staff development, yet, as we noted previously in this chapter, computer-assisted learning was used infrequently in courses.

2. Demographic composition and experience of workplace literacy instructors

The demographic profile of workplace literacy instructors differs remarkably from the profile of learners we describe in Chapter IV (Table III.2).[7] Instructors in the NWLP projects were overwhelmingly female and white, while learners were equally divided by sex and were highly diverse in their racial/ethnic backgrounds. Relative to their representation among course participants, Hispanics and blacks were particularly underrepresented among instructors.

Workplace literacy instructors in the NWLP projects did have considerable amounts of formal education and relevant work experience (Table III.2). Projects reported, on average, that more than two-thirds of their instructors had taken graduate course work or obtained a graduate degree, and that a majority had worked in the industry or service sector in which they taught and had experience teaching basic skills in the workplace. Less than half of the instructors in the typical project were trained in ESL and less than one-fifth were bilingual, but these percentages were noticeably higher in LEP-focused workplace literacy partnerships.[8] Although many instructors had substantial experience, a noteworthy fraction are likely to require staff development in the key areas associated

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[7]Information about the demographic backgrounds and experience of instructors was provided by the NWLP reporting projects for instructors as a group. No individual data were collected from instructors. The overall number of instructors reported by projects was 545, which represented 72 percent of the total staff. Due to high nonresponse rates, staff counts cannot be converted to full-time equivalents.

[8]On average, 57 percent of instructors in LEP-focused partnerships had ESL training and 39 percent were bilingual.

with workplace literacy instruction. For example, 36 percent of instructors lacked experience teaching in the workplace and 44 percent had not worked in the sector in which they were teaching.

TABLE III.2

WORKPLACE LITERACY INSTRUCTORS:
DEMOGRAPHICS AND EXPERIENCE

Instructor Characteristics	Average Percentage of Instructors in Projects
Sex	
Male	25
Female	75
Race/Ethnicity	
White, Non-Hispanic	83
Black, Non-Hispanic	6
Hispanic	3
Asian/Pacific Islander	5
American Indian/Alaskan Native	1
Other	1
Education	
High school only	<1
Some college only	3
Associate degree only	1
Bachelors degree only	23
Some graduate school only	19
Masters degree only	45
Ph.D.	3
Work Experience[a]	
Working in industry/service sector	56
Teaching secondary school	40
Teaching college courses	38
Teaching ESL	38
Teaching in the workplace	64
Teaching basic skills	59
Specific Skills	
ESL training	39
Bilingual	21
State teaching certificate	44

[a]Because workplace literacy projects could select all items that applied, the percents do not add to 100.

NOTE: Appendix A reports the number of observations (reporting sites) used to compute percentages.

IV. WHO PARTICIPATES IN WORKPLACE LITERACY COURSES AND WHAT DO THEY GAIN FROM THE EXPERIENCE?

This chapter presents information on the number of workplace literacy participants, describes their personal background and work-related characteristics, summarizes their attendance and completion patterns, and explores learner outcomes associated with participation, including work-related experiences, future plans for education and training, and changes in self-reported ability levels. Our discussion of these primarily self-reported outcomes, however, leads only to tentative conclusions; another component of our overall evaluation will address this issue separately in a future report. In that report, additional data from employees' supervisors, literacy tests, and employers' records will be examined.

Following are highlights concerning the over 21,000 workers who participated in the NWLP and their experiences:

- Overall, workplace literacy instruction showed some signs of self-reported positive outcomes for course completers over a range of areas. For example, learners tended to rate their abilities in various skill areas higher after completing their courses than when they started. In addition, we found that course completers who received relatively high amounts of instruction were consistently more likely to experience various outcomes than those who received relatively little instruction.

- Although increasing amounts of instruction are associated with more positive outcomes, the typical participant appeared to receive relatively little instruction during the 18-month data collection period. Among course completers, only about half devoted more than the equivalent of two workdays to their courses. This appears to reflect the short duration of many courses offered.

- Overall, participants' job situations appeared to be fairly good. Most were working full time, had worked at their jobs for several years, and the vast majority received benefits such as health insurance and paid vacations.

- The learners were a demographically diverse group, with substantial numbers of racial/ethnic minorities and foreign-born workers; many also had limited abilities in speaking and understanding English. These characteristics reflect both the increasing

diversity of the U.S. workforce and a central focus of much workplace literacy instruction: improving English language skills.

A. NUMBER OF PARTICIPANTS AND TOTAL COURSE ENROLLMENT

A total of 21,168 individuals enrolled in at least one workplace literacy course during the time period studied. About 25 percent of these individuals enrolled in two or more courses, bringing the total enrollment in all courses to 29,947. However, for the remainder of this chapter, except where otherwise noted, percentages are based on the unduplicated count of 21,168 participants.[1]

B. BACKGROUND CHARACTERISTICS

- ***Age.*** Participants ranged in age from 16 to 79; however, 50 percent of participants were between the ages of 29 and 45, and the average age was 38. This somewhat counters a perception that the primary target of workplace literacy programs is young workers who recently graduated or dropped out of high school but lack sufficient skills to perform their jobs satisfactorily. Indeed, workers who enrolled in workplace literacy programs were, on average, about 20 years past the age of high school graduation; young workers, age 23 or under, accounted for only about 10 percent of all participants.

- ***Sex.*** Men and women were equally represented among participants, each accounting for about 50 percent of the total.

- ***Immigrant Status.*** One-fourth of all participants were foreign-born, and three-fourths were born in the United States.

- ***Language Skills.*** Almost one-third (30 percent) of the NWLP learners were limited English proficient, defined as having only a poor or fair ability to either speak or understand English (self-reported).

- ***Prior Education Attainment.*** Two-thirds (64 percent) of participants had completed a total of 12 or more years of schooling (in the United States and/or abroad) prior to their initial course enrollment, about 18 percent had completed 9 to 11 years, and about 12 percent had completed only 8 years of schooling or less (Figure IV.1).

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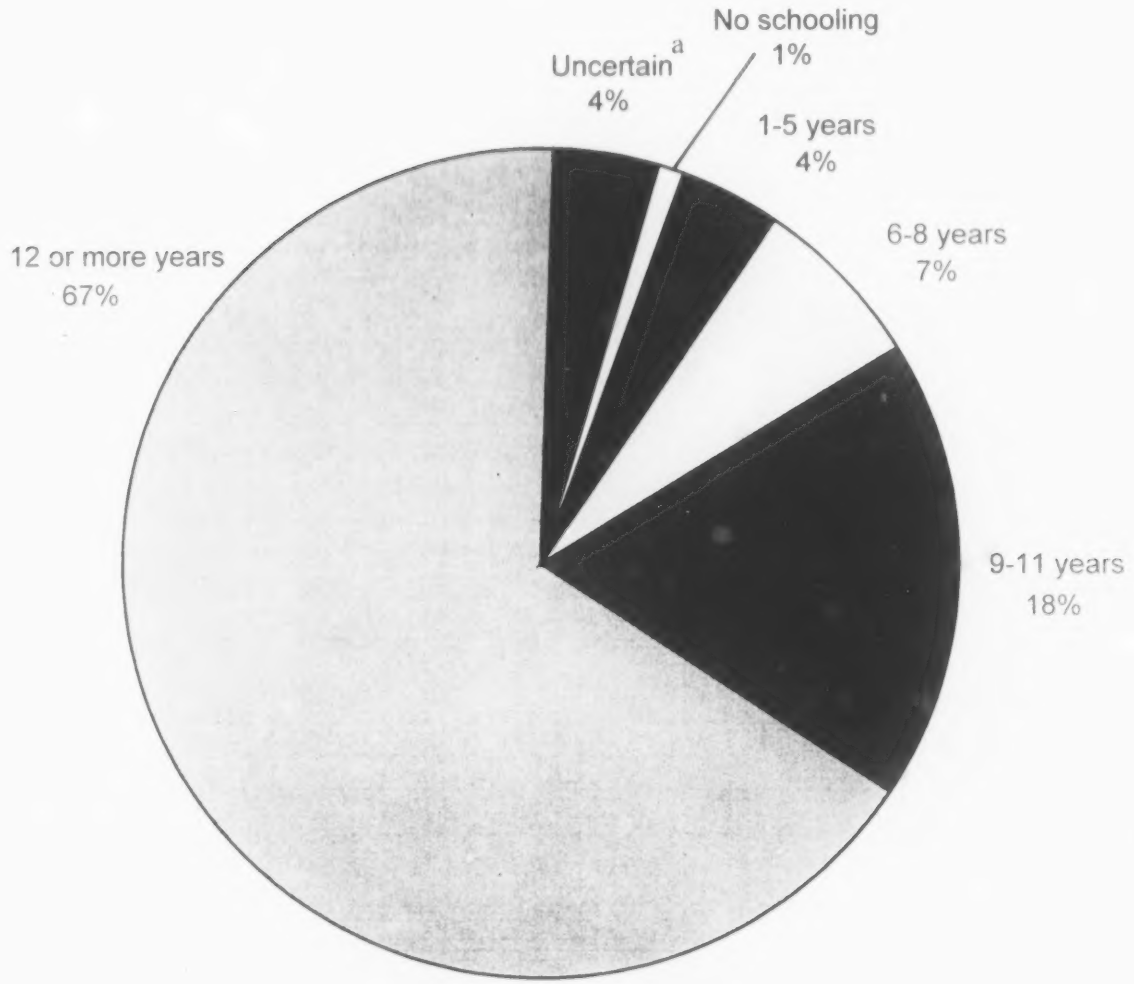
[1]To solve the problem of multiple records for one individual, caused by participants filling out similar data collection forms each time they started or ended a course, in conducting our analyses we used background and precourse information (such as age, years of education completed, and ability levels at start of course) from the first time participants reported it, and outcome/post-course data (such as future plans and ability levels at end of course) from the last time they reported it.

FIGURE IV.1
TOTAL YEARS OF SCHOOLING COMPLETED BY PARTICIPANTS



[a]Total years of schooling could not be determined from data provided.

NOTES: Percentages do not add to 100 due to rounding.
Appendix A reports the number of observations (participants) used to compute percentages.

- ***Race/Ethnicity.*** More than half (55 percent) of all participants were white, non-Hispanic. The two next largest racial/ethnic groups were Hispanic, regardless of race (18 percent) and black, non-Hispanic (17 percent). Asian/Pacific Islanders made up about 8 percent of all participants. A complete breakdown of participants by race/ethnicity is shown in Figure IV.2.

- ***How Racial/Ethnic Groups Differed on Other Characteristics.*** The profile of NWLP learners varied substantially between racial/ethnic groups. While the majority of white and Hispanic participants were male (55 percent and 53 percent, respectively), the majority of black and Asian/Pacific Islanders were female (59 percent and 67 percent, respectively). Two-thirds of Hispanics and 90 percent of Asian/Pacific Islanders were foreign-born, compared with less than 10 percent of learners in other racial/ethnic groups. Finally, Hispanics and Asian/Pacific Islanders had completed fewer years of schooling than learners with other racial/ethnic backgrounds. (See Table IV.1.)

- ***National Comparisons.*** How do the participants in NWLP partnerships compare with all participants in workplace literacy programs? Although recent figures are difficult to come by, an analysis of data from the 1991 National Household Education Survey (Hollenbeck 1993) provides three points of comparison: sex, education attainment, and race/ethnicity. Hollenbeck found that 51 percent of workplace literacy participants were male; 12 percent had 11 years of education or less; and 56 percent were white, 21 percent were Hispanic, 19 percent were black, and 4 percent were from other race/ethnicity groups. Compared with Hollenbeck's national estimates, the participants in the NWLP partnerships completed fewer years of schooling, and were more likely to be Asian/Pacific Islanders or American Indians/Alaska Natives.[2]

C. EMPLOYMENT STATUS AND WORK-RELATED CHARACTERISTICS

- ***Employment Status.*** Nearly all participants (about 97 percent) indicated they were employed, less than 1 percent reported being on temporary lay off or retired, and only 3 percent reported that they were not employed. These percentages certainly are not surprising, because workplace literacy programs are by definition intended for workers. The remainder of this section focuses on participants who were employed or on temporary layoff at the time of initial course enrollment.

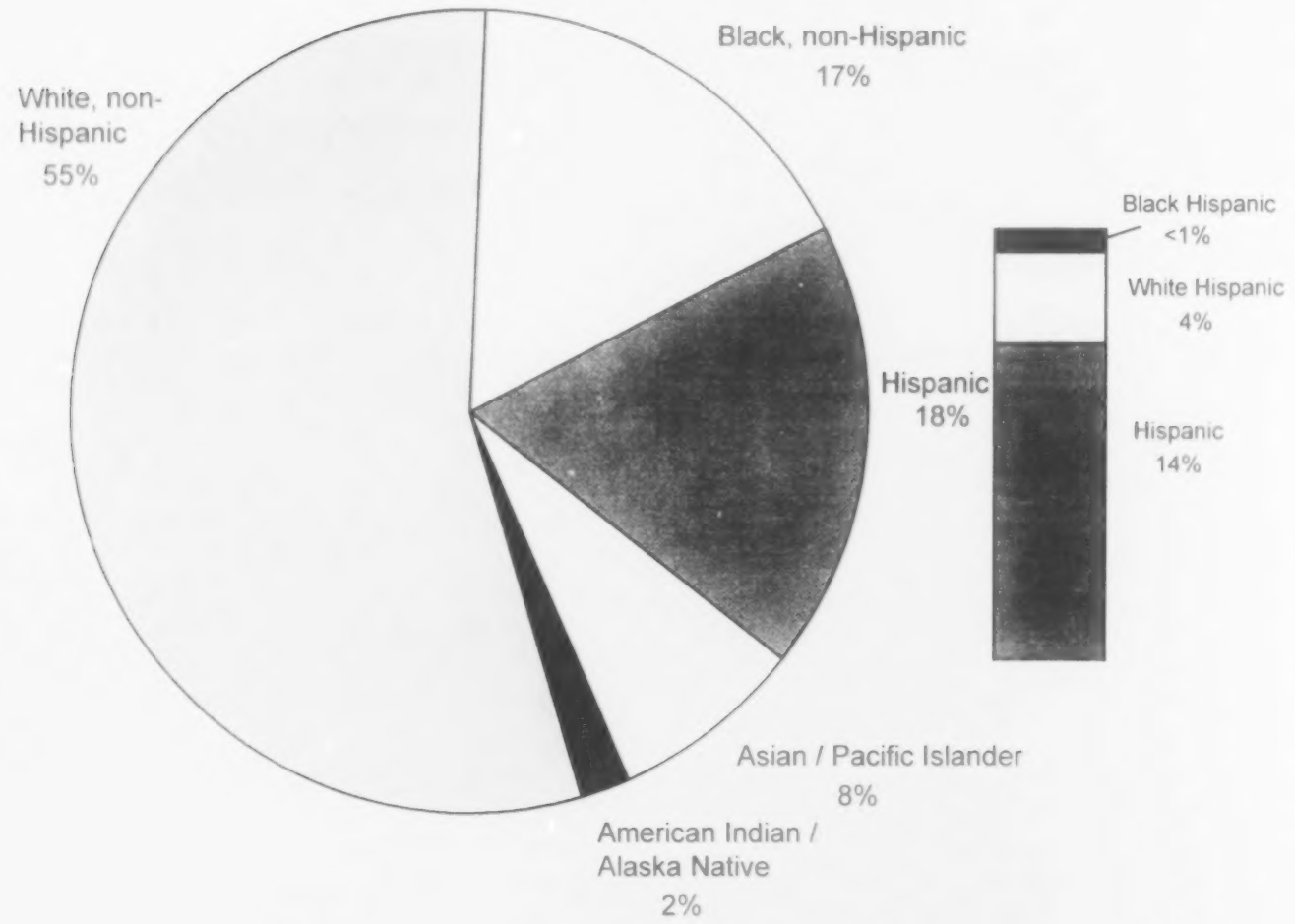
- ***Multiple Jobs.*** About one-fifth (19 percent) of participants reported working at more than one job.[3]

---

[2]Our findings on the age, sex, and race/ethnicity of participants are generally similar to those reported for participants in the NWLP's first year of operation (Kutner et al. 1991).

[3]Participants were instructed to answer all employment-related questions for the job that allowed them to take the workplace literacy course they were enrolled in.

FIGURE IV.2
RACE/ETHNICITY OF WORKPLACE LITERACY PARTICIPANTS



NOTE: Appendix A reports the number of observations (participants) used to compute percentages.

TABLE IV.1

HOW RACIAL/ETHNIC GROUPS DIFFERED ON OTHER BACKGROUND CHARACTERISTICS

	Sex		Immigrant Status		Prior Educational Attainment[a]			
Racial/Ethnic Group	**Male**	**Female**	**U.S.-Born**	**Foreign-Born**	**0-8 Years**	**9-11 Years**	**12+ Years**	**Uncertain[b]**
White, Non-Hispanic	55%	45%	93%	7%	6%	14%	79%	1%
Hispanic	53	47	32	68	31	24	36	8
Black, Non-Hispanic	41	59	91	9	6	19	74	2
Asian/Pacific Islander	33	67	8	92	22	20	41	18
American Indian/Alaska Native	48	52	97	3	6	28	65	1
All	50	50	75	25	12	18	67	4

[a]May not total 100 percent, due to rounding.

[b]Total years of schooling could not be determined from the data provided.

NOTE: Appendix A reports the number of observations (participants) used to compute percentages.

- ***Job Benefits.*** About two-thirds or more of workplace literacy participants reported that they received various benefits at their jobs. Specifically, 64 percent received paid sick leave, 90 percent received health insurance, 92 percent received paid vacation, and 93 percent received paid holidays. As an indication of the overall quality of their jobs, about 60 percent reported receiving all four types of benefits, and about 30 percent reported receiving three of the four.

- ***Years at Current Job.*** At the time they first enrolled in a workplace literacy course, learners had worked an average of 7.3 years at their current jobs. About 25 percent had been working in those jobs one year or less, and another 25 percent had been working 11 years or more.[4] This finding reinforces observations that some firms are more willing to provide basic skills training to workers with valued experience and tenure, than to hire new workers who lack basic skills (Hollenbeck 1993).

- ***Hours Worked Per Week.*** The large majority (72 percent) of participants reported that their average work week was 40 hours, but 19 percent reported working more than 40 hours in a typical week and 9 percent reported working less than 40 hours per week.

- ***Union Membership.*** About 24 percent of learners reported being members of a labor union.

D. ATTENDANCE AND COMPLETION PATTERNS

- ***Number of Courses Taken.*** About three-fourths of participants enrolled in only one workplace literacy course during the time period studied, about 14 percent enrolled in two courses, and about 10 percent enrolled in three courses or more.

- ***Course Completions.*** When data collection ended for this study, about 48 percent of the participants had completed at least one course, according to reports from the partnerships. This does not represent the course completion rate for all learners, however, because many were still enrolled in an ongoing course at the end of the 18-month data collection period. The remainder of this chapter focuses on course completers, because data on hours of instruction received and outcomes were generally not available for those who had not completed at least one course.

- ***Total Hours of Instruction Received.*** Among participants who had completed at least one workplace literacy course, the average amount of instruction received was 30

[4]On findings on length of employment are generally similar to those reported for the participants in the NWLP's first year of operation (Kutner et al. 1991).

hours--equivalent to slightly less than four full-time work days.[5] However, half of the participants in this analysis received 16 hours of instruction or less, and only about one-fourth received more than 40 instructional hours during the time period studied (Figure IV.3).

- ***Percentage of Course Hours Attended.*** For another perspective on learners' attendance patterns, we used the number of instructional hours participants received and scheduled course length to calculate the percentage of course hours attended.[6] Learners who completed one or more courses attended, on average, 80 percent of the scheduled/expected course hours, with more than half (57 percent) attending 100 percent of their course hours, and another fifth attending between 70 and 100 percent of course hours.

E. OUTCOMES

At the end of each course, workers were given a learner assessment form to complete, which asked about their experiences, plans, and ability levels. We used this information to explore outcomes associated with participation in workplace literacy programs. This section describes (1) how satisfied participants were with the instruction they received, (2) whether learners had experienced certain work-related events, (3) what types of courses participants planned to take in the future and whether their education or career goals had changed, and (4) how learners' self-assessments of their ability levels changed over time.

In discussing the latter three types of outcomes, we also describe how results differed between workers who received 30 hours of instruction or less and those who received more than 30 hours of

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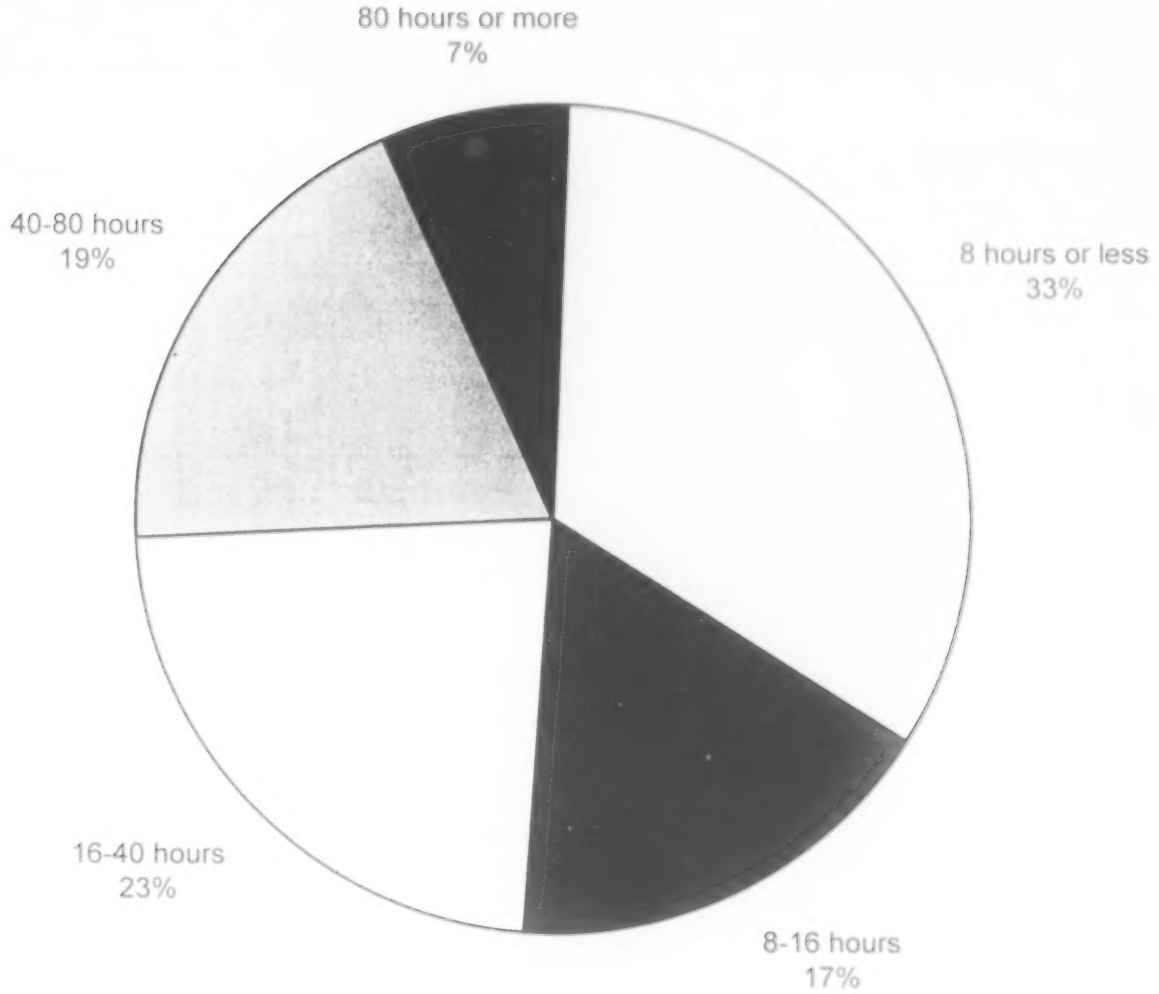
[5]In computing this average, we first excluded all completers with zero hours of instruction (120 learners), because these cases represented erroneous data. Second, we computed a trimmed mean, because some very high values were skewing the results. The trimmed mean excludes from the analysis the top and bottom 1 percent of the distribution (104 participants with more than 245 total instructional hours and 100 participants with less than two hours of instruction). See appendix A for a detailed description of analytic assumptions.

[6]Because workers could have taken multiple courses, for these analyses we treated each course taken as a unique record; in other words, if an individual took three courses, he/she is included three times, with three separate percentages.

FIGURE IV.3
TOTAL HOURS OF INSTRUCTION RECEIVED BY PARTICIPANTS
WHO COMPLETED AT LEAST ONE COURSE



NOTES: Percentages do not add to 100 due to rounding.
Appendix A reports the number of observations (course completers) used to compute percentages.

instruction.[7] To provide context for interpreting the findings discussed below, limited background information on the composition of these two groups is presented in Table IV.2. By way of overview, learners in the 30-or-more-hours group were more likely to be foreign-born, limited English proficient, and black, but less likely to be white. Also, they were more likely to have taken an ESL course.

1. Participant satisfaction

One way to gauge the success of workplace literacy programs is by the degree to which participants are satisfied with the instruction they receive. When asked at the end of their courses, 91 percent of those who had completed at least one course reported that they had learned what they wanted to learn. By this measure, then, courses offered through the NWLP partnerships appear to have been very successful.

2. Work-related experiences

Because workplace literacy courses focus on skills that help workers perform their jobs, a question that naturally follows is: Do workers who enroll in these courses experience changes related to their jobs? Of the learners who completed at least one course, 37 percent reported that more responsibility had been added to their jobs, about 17 percent indicated that they had received a pay raise, and about 16 percent reported having received an award, bonus, or other special recognition on their job, about 14 percent had moved to a preferred shift, and about 11 percent had

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[7]We used 30 hours as the dividing line because roughly half the participants in these analyses fell on each side. It should be noted that the course completers in these analyses--that is, those with post-course assessment data--had substantially more hours of instruction than all course completers.

TABLE IV.2

CHARACTERISTICS OF COURSE COMPLETERS WHO RECEIVED DIFFERENT AMOUNTS OF INSTRUCTION

	Overall	30 Hours or Less	More Than 30 Hours[a]
Born in the U.S.	76%	82%	70%
Foreign-Born	24	18	30
White	56	68	44
Hispanic	14	14	14
Black	18	9	27
Asian/Pacific Islander	11	8	14
American Indian/Alaska Native	1	1	0
ESL course taken	87	7	20
No ESL courses taken	13	93	80
Limited English Proficient (LEP)	29	22	35
Non-LEP	71	78	65

[a]Percentages may not total 100 due to rounding.

NOTE: Appendix A reports the number of observations (course completers) used to compute percentages.

applied for a new job.[8] However, we hesitate to characterize these percentages as low, given the relatively short time between the start and end of the typical workplace literacy course.

[8]Less than 10 percent experienced the other work-related events we asked about--been promoted, switched to full-time status, started a new job at another company, been laid off, and left your job for any other reason.

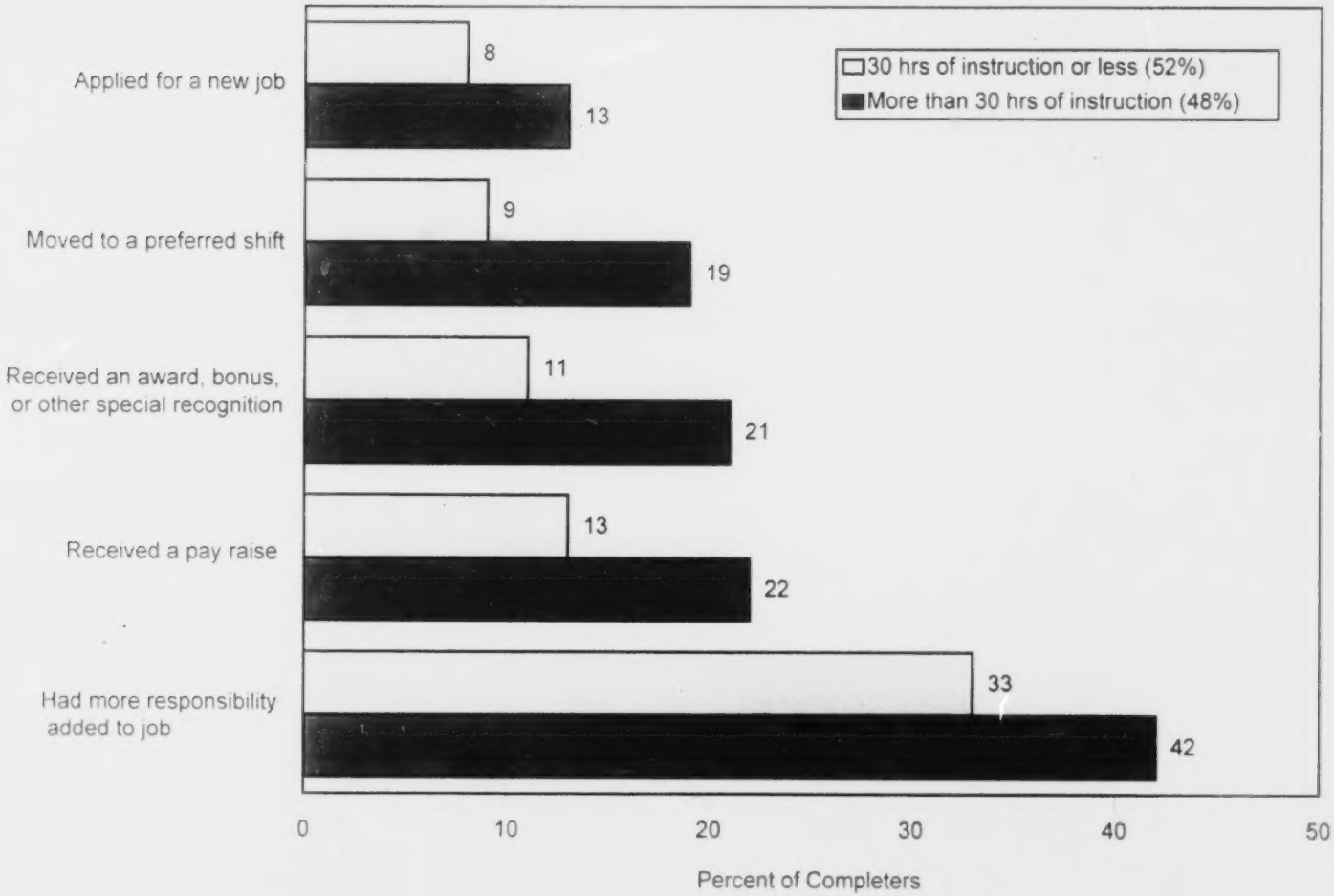
For each type of outcome, learners who received more than 30 instructional hours were more likely to report these job-related experiences than those who received 30 hours of instruction or less (Figure IV.4). While this finding cannot definitively address the question of whether workplace literacy participants experience work-related changes--for example, the workers who completed more course hours may have been highly motivated or hard-working individuals, and these characteristics or other factors may have been primarily responsible for their getting more responsibility or a pay raise--it suggests a relationship that is worthy of future examination. Forthcoming data from the three NWLP partnerships that agreed to use a randomly assigned treatment and control group will provide further evidence about the influence of workplace literacy courses on these types of outcomes.

3. Future educational plans

Participants who completed at least one course reported a fair amount of interest in taking additional courses in the future. About two-thirds indicated that they planned to take a computer course in the future, more than half reported an intention to take a job training course, and about one-fifth indicated plans to take a General Educational Development credential (GED) preparation course or the GED examination (Figure IV.5).

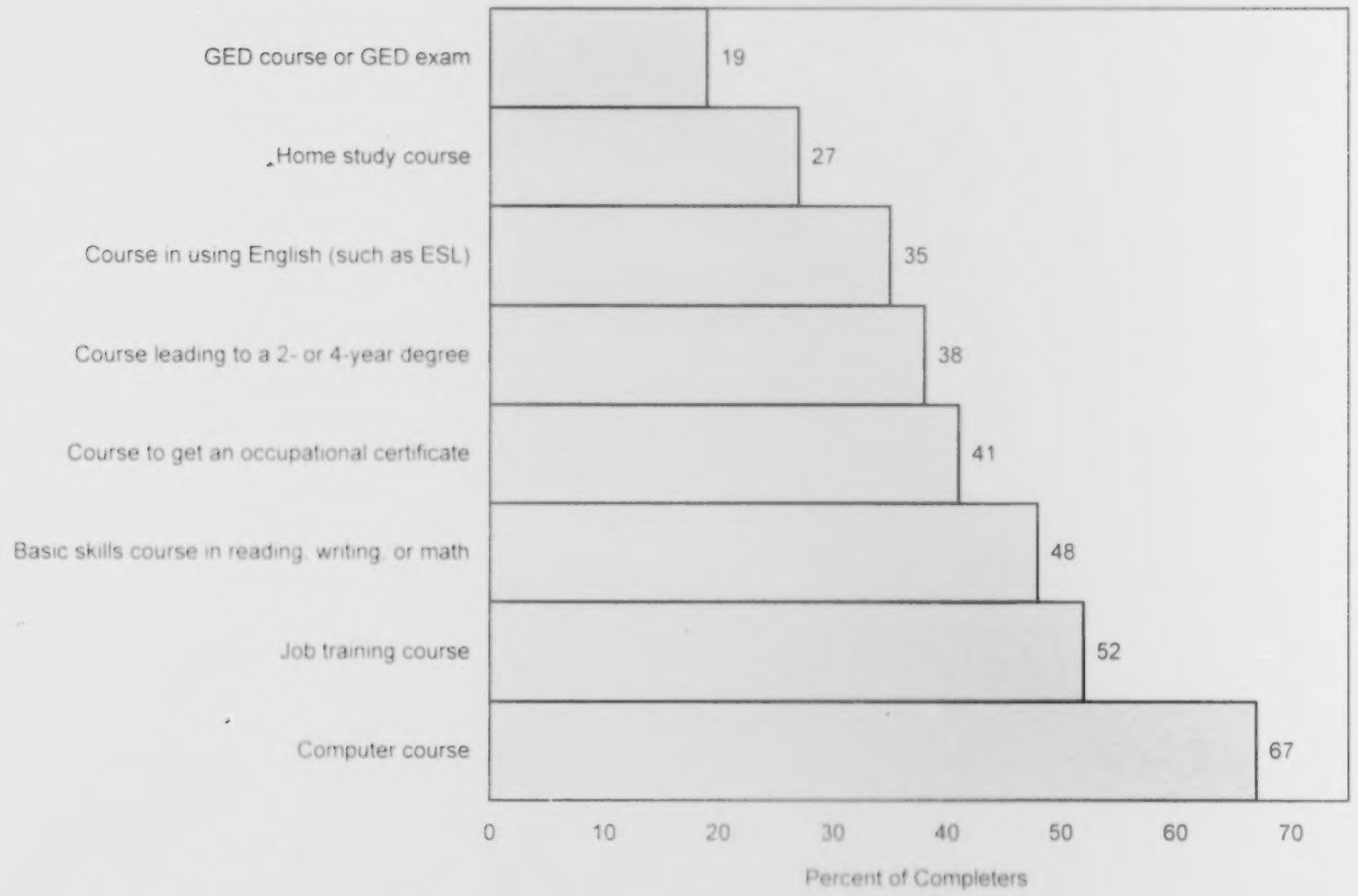
In addition, plans to take additional courses were related to the amount of instruction that participants received. As shown in Figure IV.6, for all eight types of courses we asked about, learners who had been exposed to more than 30 hours of instruction were substantially more likely to express an interest in pursuing additional education than those who received 30 hours of instruction or less. Although it may be that personal motivation and a preexisting interest in education and training led some participants to take more hours of workplace literacy instruction in

FIGURE IV.4
PARTICIPANTS' WORK-RELATED EXPERIENCES, BY TOTAL HOURS OF INSTRUCTION RECEIVED



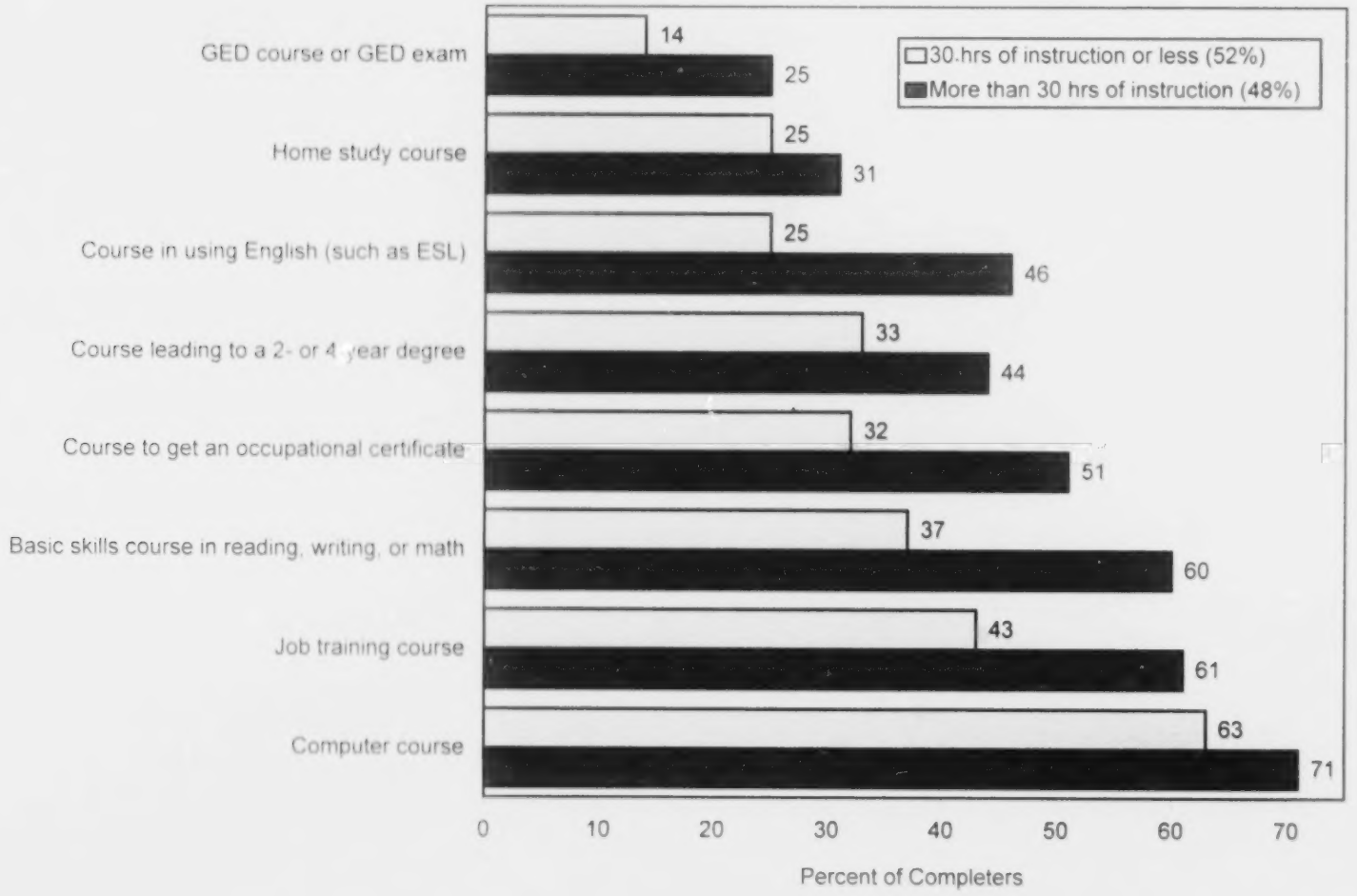
NOTE: Appendix A reports the number of observations (course completers) used to compute percentages.

FIGURE IV.5
COURSES PARTICIPANTS PLANNED TO TAKE IN THE FUTURE



NOTE: Appendix A reports the number of observations (course completers) used to compute percentages.

FIGURE IV.6
PARTICIPANTS' FUTURE EDUCATIONAL PLANS, BY
TOTAL HOURS OF INSTRUCTION RECEIVED



NOTE: Appendix A reports the number of observations (course completers) used to compute percentages.

the first place, it is also possible that taking more course hours may cause some participants to become interested in pursuing additional education and training. This relationship merits additional study, because it touches on an interesting potential benefit of workplace literacy instruction.

More suggestive of the effect of workplace literacy instruction on participants' education plans is our finding that of those learners who completed at least one course, one-third reported that their education or career goals had changed. Furthermore, a change in plans was associated with the instructional hours participants received: 43 percent of learners who had been exposed to more than 30 hours of instruction reported a change in education or career plans, compared with only 24 percent of those who received less instruction.

Another education-related issue addressed in the learner assessment form was whether participants had received a GED since initially enrolling in a workplace literacy course. Of those who had completed at least one course, 2.6 percent reported that they had received a GED while participating in workplace courses. We do not know, however, what role workplace literacy instruction played, if any, in helping these workers toward this education achievement. Analysis of the learner and course data shows about 20 percent of those receiving a GED had taken a course with a GED emphasis. This suggests many who obtain GEDs participated in other types of workplace courses.

4. Workers' ability levels before and after course participation

At the time of enrollment, and again upon course completion, participants were asked to rate their abilities to perform seven basic activities: reading, understanding, speaking, and writing English; using math; solving problems/using reasoning; and working as part of a team. The purpose of the two self-assessments was to build a portrait of participants' initial ability levels and allow an

exploration of whether learners' abilities changed over the time they were participating in workplace literacy programs. Figure IV.7 shows the distribution of both initial and final responses for all participants who completed at least one course and had a rating at both time periods.[9]

The main message that emerges from Figure IV.7 is that, overall, the distribution of participants' final self-assessments was very similar to the distribution of their initial ratings. However, after participation, in all seven skill areas, slightly fewer participants rated their abilities as poor, and slightly more rated their abilities as good, suggesting that the courses taken may have had a small positive effect on ability levels.

Another way to explore the influence of workplace literacy participation on learners' ability levels is to focus on whether individual learners' final self-assessments were higher, the same as, or lower than their initial self-assessments. To the extent that more learners rated themselves higher than rated themselves lower in a given skill area, we can surmise that the workplace literacy courses had an overall positive effect. The results of such an analysis suggest that in all seven skill areas there was a slight overall improvement in ability levels.

In addition, a potentially important finding is that overall higher ability ratings were related to the amount of instruction participants received (Figure IV.8). Across all seven skill areas, learners who received more than 30 hours of instruction reported slightly more improvement than those who received 30 hours or less of instruction.[10] In interpreting these findings, however, readers should

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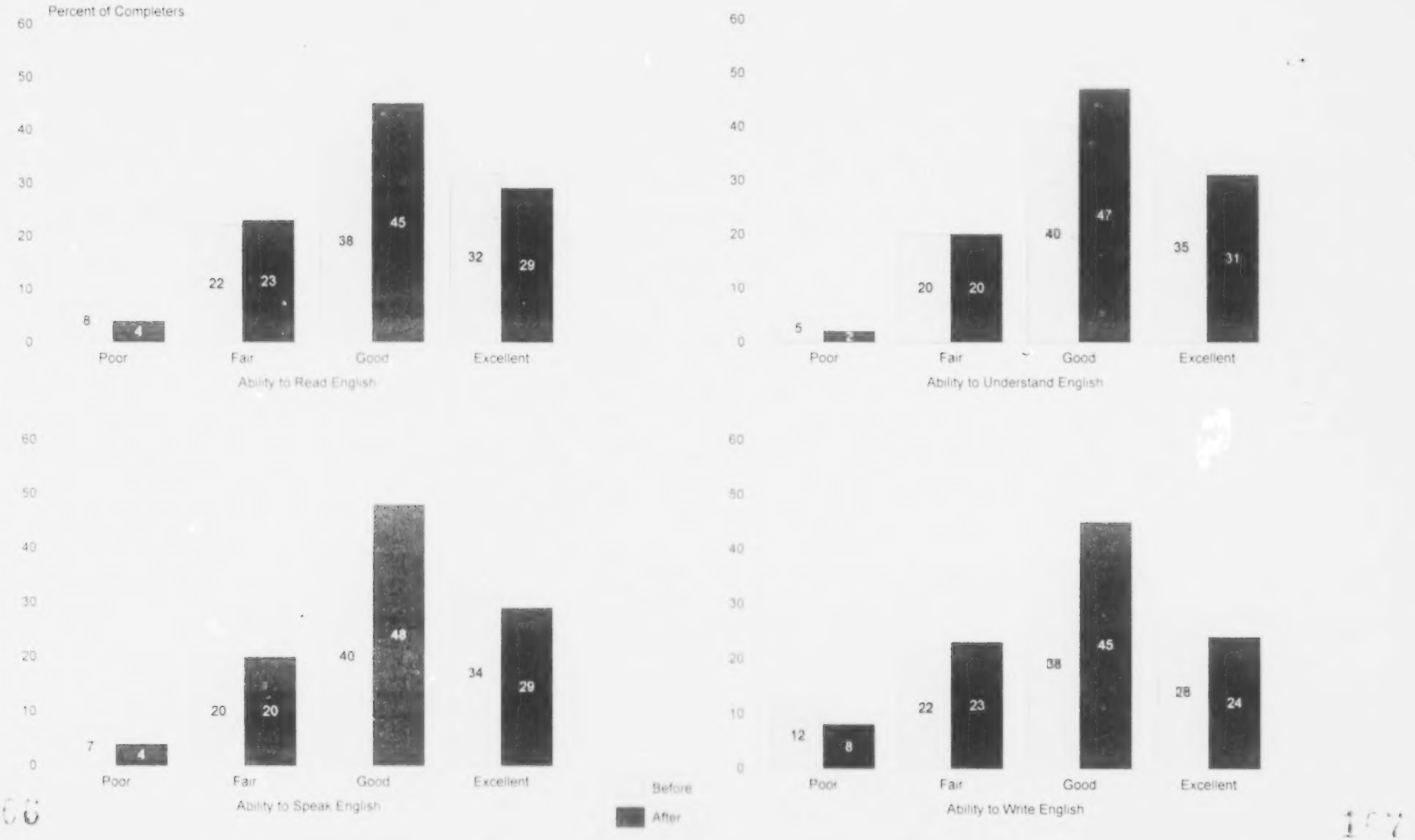
[9]The distribution of this group's initial self-assessments in all seven skill areas was quite similar to that of all participants.

[10]For example, in reading English, 21.3 percent of those in the high-instruction group rated themselves higher, and 17.1 percent rated themselves lower, a difference of 4.2 percentage points. In contrast, among those in the low-instruction group, 13.7 percent rated their English reading abilities higher, and 12.8 percent rated themselves lower, a difference of only 0.9 percentage points. Thus, the high-instruction group showed more improvement, by a margin of 3.3 percentage points.

FIGURE IV.7
SELF-ASSESSMENTS OF LEARNERS' ABILITIES, BEFORE AND AFTER PARTICIPATING IN WORKPLACE LITERACY PROGRAM



NOTE: Appendix A reports the number of observations (course completers) used to compute percentages.

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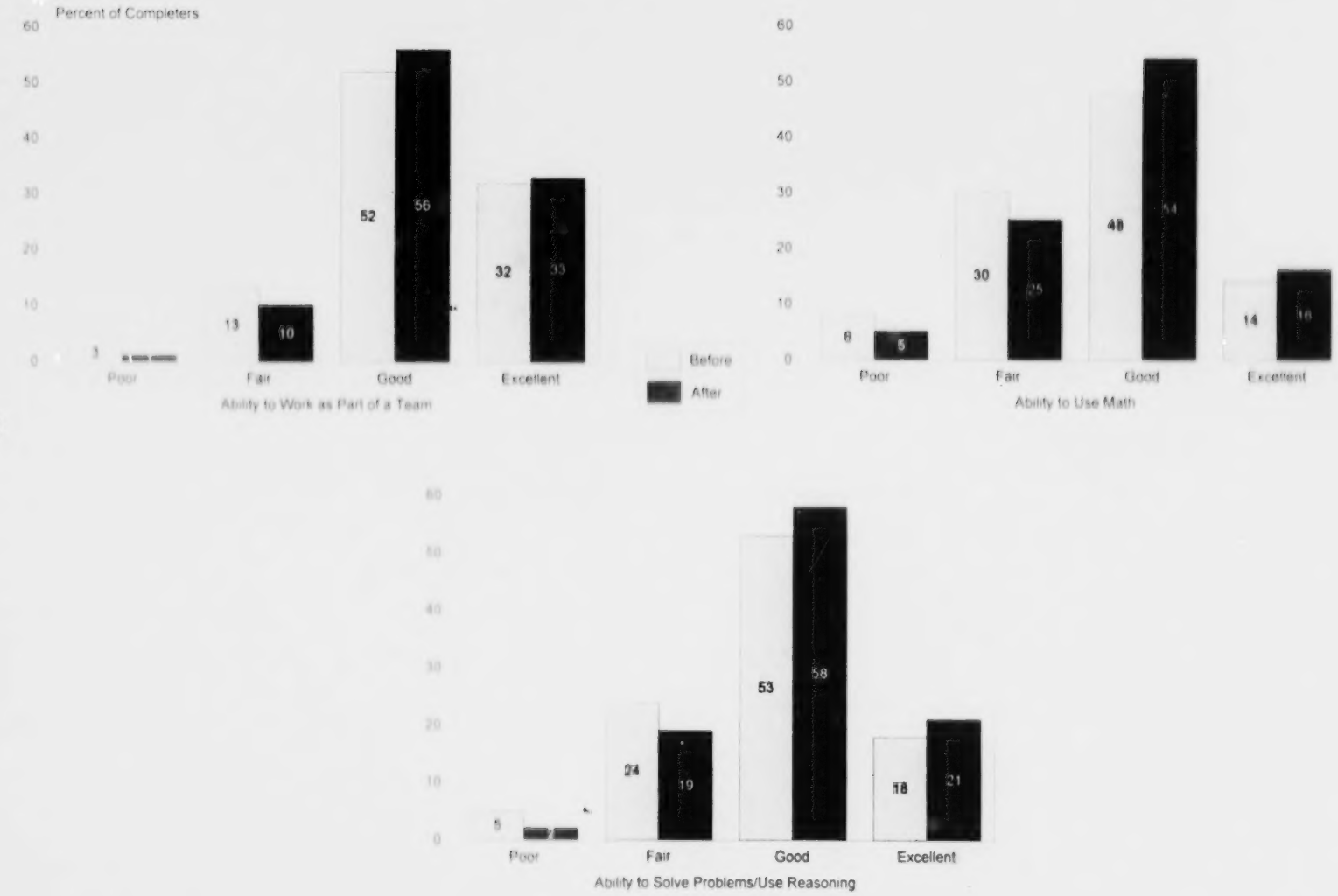
FIGURE IV.7 (*continued*)



NOTE: Appendix A reports the number of observations (course completers) used to compute percentages.

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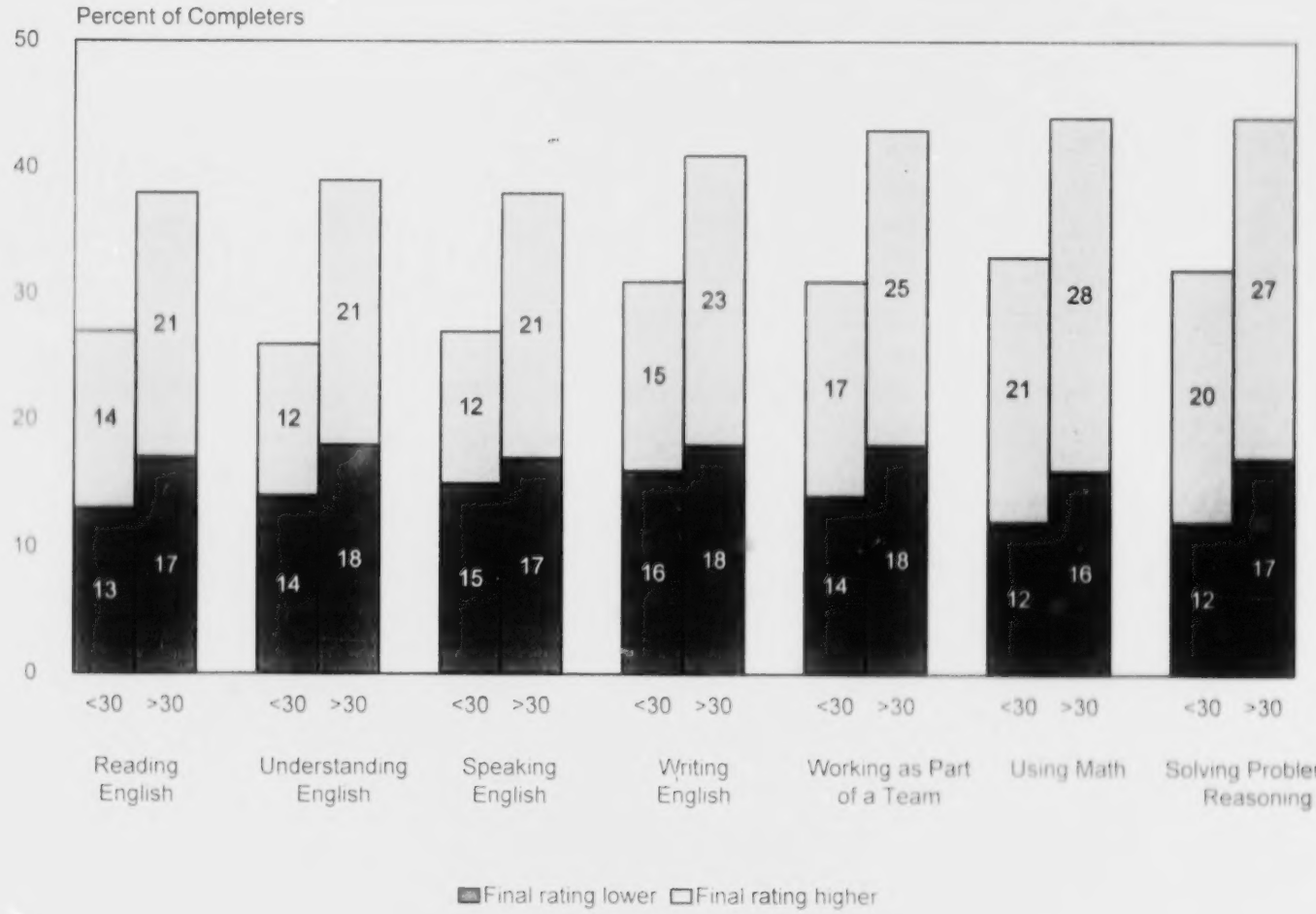
FIGURE IV.8
COMPARISON OF LEARNERS' INITIAL AND FINAL SELF-ASSESSMENTS OF ABILITY, BY RECEIPT OF FEWER OR GREATER THAN 30 HOURS OF INSTRUCTION



NOTES: Percent rating their ability level the same not shown
Appendix A reports the number of observations (course completers) used to compute percentages.

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bear in mind two points. First, across all seven skill areas the difference in outcomes between the two groups was small, never more than seven percentage points. Second, because this analysis does not control for other factors that might have influenced participants' self-assessed ability levels, we cannot safely attribute any changes (or lack of changes) in learners' self-assessments to the workplace literacy instruction they received. Nonetheless, this analysis, like others summarized above, suggests a positive effect related to hours of instruction--a relationship that may have interesting implications for the field of workplace literacy.

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APPENDIX A

DATA APPENDIX

DATA APPENDIX

A. THE NWLIS REPORTING SYSTEM

Data analyzed in this report were collected during an 18-month period with the National Workplace Literacy Information System (NWLIS). A computer software system that allows NWLP partnerships to enter information directly into a computerized data base is the cornerstone of the approach employed when collecting data.[1] ED asked the NWLP partnerships to use the information system so that a standard set of information could be obtained and reported semi-annually. During the 18 months, 45 NWLP partnerships collected information about partners, employers, unions, courses, and learners.[2] For each partnership, a complex hierarchical data structure with longitudinal data was formed.

Data for each reporting period were submitted by NWLP partnerships to MPR so that (1) basic data checks for out of range codes and other data errors could be conducted, (2) inappropriate data codes could be corrected by NWLP partnerships, and (3) semi-annual profiles of the partnerships could be prepared for ED's review. The unduplicated results of the data collection activities are shown in Table A.1.

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[1] The NWLIS computer software system was developed by MPR as part of its contract with ED to conduct the national evaluation of the effectiveness of workplace literacy partnerships.

[2] Data forms that were the basis of the information collected through the NWLIS are shown in Appendix B.

TABLE A.1

NUMBER NWLP ORGANIZATIONAL ENTITIES, COURSES AND LEARNERS

Data Source	Unduplicated Count
Partnership	45
Partners	360
Employers	318
Unions	38
Courses	2,113
Learners	21,168

B. COMPUTING SUMMARY MEASURES

1. Population-level data

We used a range of summary measures throughout this report including percents, averages, minimums, and maximums. Calculation of these quantities is based on population counts. Because population-level data were used instead of sample data, we did not compute standard errors and tests of statistical significance--practices appropriate for sample data, but not for population-level information.

2. Missing data

When computing the summary measures, we excluded cases (for example, learner records and course records) with missing values from the analysis. Missing values are present in the data for several reasons. For example, some NWLP partnerships did not complete partner forms for all employers and unions that were members of the partnership. As another example, some learners failed to respond to all items in the enrollment form. Also, learner assessment and attendance data

could not be entered into the information system until the last 12 months of data collection. During the 18-month period for which the data were collected, MPR worked closely with the NWLP partnerships to correct out of range data codes and other data errors and to encourage the partnerships to complete missing forms; however, in several instances, missing values remained in the data before we undertook the analyses.

3. Extreme values

Average number of learners' instructional hours was computed using a subset of data that excluded extreme values--extreme values may distort averages. High numbers or very low numbers of instructional hours arose, in part, because of errors made by NWLP partnerships when reporting learners' course attendance and because of mistakes made when NWLP partnerships described the length of class sessions. Examples of extreme values include learners with more than 1,000 hours of instruction in 18 months. To remove observations that may distort the findings, we trimmed the distribution of learner hours by excluding from the analysis learners in the top 1 percent and the bottom 1 percent of the distribution. This corresponded to removing from the analysis learners with more than 245 hours of instruction and those with less than two hours of instruction.

4. Duplicate records across and within periods

Because NWLIS divided data collection into three six-month periods, records entered in one period were carried over and were updated where appropriate in the subsequent period. It was also possible for partnerships to enter erroneously more than one record on learners, employers, and courses during a single period. Data submission by the partnerships also varied in terms of comprehensiveness and quality. Generally speaking, period 2 and period 3 data are of better quality than period 1 data. Throughout the analysis, decisions had to be made about the inclusion of specific

records across periods. Most analyses requiring a single response were based on an "if ever" rule or the "last record entered" rule. Instructor data reported in Chapter III are based on counts of staff averaged across periods 2 and 3.

5. Course completers and analyses of learner outcomes

a. Course completers

Several analyses reported in Chapter IV focused on *course completers that had more than zero hours of instruction*. We classified about 47 percent of all learners as such. By focusing on this group we reduced the number of unduplicated learners from 21,168 to 9,948.

b. Learner outcomes

Analyses of learner outcomes were based on information derived from the learner assessment form and restricted to learners defined as course completers with more than zero hours of instruction. Among this group of course completers, 57 percent had a learner assessment form or responded to one or more of the key questionnaire items. The number of learners is reduced substantially when we focus on learners with assessment data (9,948 to 5,641). Assessment forms may be missing for several reasons. First, learners may have chosen not to respond to any of the items on the assessment form. Second, some forms may be missing because NWLP partnerships did not give them to all learners when the courses ended.

c. Change in learner outcomes

Analyses that examine changes in learner outcomes (for example, change in the learner's reported ability to read English) require that we link data from both the learner enrollment form and the learner assessment form. Because some learners completed several courses during the 18 months of data collection, and learner enrollment and learner assessment forms were generally completed

for each course, we used the learner enrollment form for the first course and the learner assessment form for the last completed course.

d. Background characteristics of learners with missing data

Table A.2 shows the background characteristics of all course completers, learners with assessment information, and those with missing information. Comparison of the analysis sample (course completers with more than zero hours of instruction, and the assessment form) and the excluded sample (course completers with more than zero hours of instruction, and no assessment form) shows only modest differences. The most noteworthy differences occur for (1) percent born in the United States, (2) percent male, (3) percent white and percent black, and (4) percent speaking English at home. Compared to the analysis sample, the excluded sample has relatively more U.S.-born learners, more white and black learners, more men, and a higher concentration of learners that speak English at home. There are only slight differences in the percent of learners in each sample reporting that their ability to perform certain job related activities was poor or that they had poor English language skills. The small differences between the samples suggest that the conclusions drawn from analyses focusing on learner outcomes pertain to a population of learners that was more likely to be born outside the U.S. and had more women participating in NWLP courses than the larger population of NWLP course completers.

C. NUMBER OF CASES USED TO COMPUTE SUMMARY MEASURES

Tables A.3-A.5 show the number of observations we used to compute the summary measures presented in the text, tables, and figures.

TABLE A.2

MISSING DATA ANALYSIS

	Overall[a]	Analysis Sample[b]	Excluded Sample[c]
Age	37	37	38
Years U.S. Schooling	10	10	11
Years Foreign Schooling	9	9	9
U.S. Born	75%	75%	86%
Male	50%	50%	58%
White (non-Hispanic)	55%	56%	62%
Black (non-Hispanic)	17%	18%	23%
Hispanic	18%	14%	11%
Asian/Pacific Islander	8%	11%	4%
American Indian/Alaska Native	2%	1%	1%
English spoken at home (yes)	79%	81%	89%
Ability to (rated poor)			
Read English	11%	8%	7%
Understand English	7%	5%	4%
Speak English	9%	7%	5%
Write English	15%	12%	9%
Work as part of a team	4%	3%	2%
Use math	9%	8%	6%
Solve problem/use reasoning	5%	5%	3%
Number of learners	21,120	5,641	4,307

[a]All learners with relevant information on the enrollment form.

[b]Learners who completed a course, had more than 0 hours of instruction and had an assessment form.

[c]Learners who completed a course, had more than 0 hours of instruction and were missing the assessment form.

TABLE A.3

NUMBER OF CASES USED FOR ANALYSES IN CHAPTER II

Reference in Text, Table, or Figure	Data Item(s)	Observations
Figure II.1	Concentration of employers associated with manufacturing in partnerships	43
Figure II.1	Concentration of LEP learners in partnerships	44
Figure II.1	Distribution of participants across partnerships	43
Chapter II, Section B	Average number of partners	44
Chapter II, Section B	Average number of partners in state-consortia	6
Chapter II, Section B	Average number of partners in local-consortia	36
Figure II.2	Types of organizations participating in NWLP partnerships	345
Table II.2	Partner type	43
Figure II.3	Partner involvement	356 (minimum number)
Chapter II, Section C	Average number of employers and unions in partnerships	43
Chapter II, Section C	Share of all employers/unions that were employers (unions)	356
Figure II.4	Types of employers/unions	334
Chapter II, Section C	Employers/unions that were partners	503
Chapter II, Section C	Employers/unions classified as small businesses	250
Chapter II, Section C	Employers with union workers	237
Chapter II, Section C	Organizations with multiple worksites	250
Chapter II, Section C	Employer sites in NWLP partnership	256

TABLE A.3 (*continued*)

Reference in Text, Table, or Figure	Data Item(s)	Observations
Figure II.5	Reasons for participating, overall	356
Table II.3	Reasons for participating by employer/union status	310 and 38
Figure II.6	Employer/union involvement in NWLP activities	323
Figure II.7	Release time and recognition of learners	356
Figure II.8	Involvement in NWLP partnership, four most common reasons	348 (overall); 96 (employer only); 7 (union only); 214 (employer/partner); 31 (union/partner)
Figure II.9	Release time and recognition by employers/unions, and partners	314 (overall); 96 (employer only); 7 (union only); 187 (employer/partner); 24 (union/partner)

TABLE A.4

NUMBER OF CASES USED FOR ANALYSES IN CHAPTER III

Reference in Text, Table, or Figure	Data Item(s)	Observations
Figure III.1	Primary emphasis of course	1,843
Table III.1	Primary emphasis/all courses	1,843
Table III.1	Courses/manufacturing focus	1,809
Table III.1	Courses/LEP focus	1,644
Table III.1	Courses scheduled/all	2,012
Figure III.2	Skills taught	2,012
Figure III.3	Instructional methods/course	1,851
Figure III.3	Instructional methods/class	1,736
Figure III.3	Instructional methods/nonclass	275
Figure III.4	Assessments and/courses	2,012
Figure III.5	Projects' assigned roles for instructors	60
Figure III.6	Projects' staff development types	61
Table III.2	Projects' instructor characteristics	57

TABLE A.5

NUMBER OF CASES USED FOR ANALYSES IN CHAPTER IV

Reference in Text, Table, or Figure	Data Item(s)	Observations
Chapter IV, Section B	Age	19,765
Chapter IV, Section B	Sex	21,043
Chapter IV, Section B	Immigrant status	20,026
Chapter IV, Section B	Limited English proficiency	18,521
Figure IV.1	Years of schooling	20,024
Figure IV.2	Race/ethnicity	20,282
Table IV.1	Sex by race/ethnicity	20,247
Table IV.1	Immigrant status by race/ethnicity	19,822
Table IV.1	Prior educational attainment by race/ethnicity	19,667
Chapter IV, Section C	Employment status	20,603
Chapter IV, Section C	Multiple jobs	17,449
Chapter IV, Section C	Job benefits--sick leave	17,795
Chapter IV, Section C	Job benefits--health insurance	17,963
Chapter IV, Section C	Job benefits--vacation	18,049
Chapter IV, Section C	Job benefits--holidays	18,017
Chapter IV, Section C	Job benefits--(sick leave, health insurance, vacation, holidays)	17,643
Chapter IV, Section C	Years at current job	18,327

TABLE A.5 (*continued*)

Reference in Text, Table, or Figure	Data Item(s)	Observations
Chapter IV, Section C	Hours worked per week	18,607
Chapter IV, Section C	Union membership	18,969
Chapter IV, Section D	Number of courses taken	21,168
Chapter IV, Section D	Course completions	21,168
Figure IV.3	Total hours of instruction	9,769
Chapter IV, Section D	Percentage of course hours attended	12,523
Table IV.2	Course completers' characteristics, by hours of instruction received--immigrant status	5,414
Table IV.2	Course completers' characteristics, by hours of instruction received--race/ethnicity	5,450
Table IV.2	Course completers' characteristics, by hours of instruction received--limited English proficiency	5,405
Table IV.2	Course completers' characteristics, by hours of instruction received--ESL courses	5,650
Chapter IV, Section E	Satisfaction (participants learned what they wanted to learn)	5,458
Chapter IV, Section E, and Figure IV.4	Work related experiences--added responsibility	5,447
Chapter IV, Section E, and Figure IV.4	Work related experiences--pay raise	5,406
Chapter IV, Section E, and Figure IV.4	Work related experiences--award, bonus, or recognition	5,408
Chapter IV, Section E, and Figure IV.4	Work related experiences--changed shift	5,390
Chapter IV, Section E, and Figure IV.4	Work related experiences--applied for new job	5,405
Chapter IV, Section E, and Figure IV.4	Work related experiences--promoted	5,383
Chapter IV, Section E, and Figure IV.4	Work related experiences--switched to full-time	5,018
Chapter IV, Section E, and Figure IV.4	Work related experiences--new job, different company	5,401

TABLE A.5 (*continued*)

Reference in Text, Table, or Figure	Data Item(s)	Observations
Chapter IV, Section E, and Figure IV.4	Work related experiences--laid off	5,402
Chapter IV, Section E, and Figure IV.4	Work related experiences--left job for any other reason	5,319
Figure IV.5 and Figure IV.6	Participants' educational plans--computer course	5,364
Figure IV.5 and Figure IV.6	Participants' educational plans--job training course	5,198
Figure IV.5 and Figure IV.6	Participants' educational plans--basic skills course	5,301
Figure IV.5 and Figure IV.6	Participants' educational plans--occupational certification course	5,146
Figure IV.5 and Figure IV.6	Participants' educational plans--course toward college degree	5,167
Figure IV.5 and Figure IV.6	Participants' educational plans--course in using English	5,187
Figure IV.5 and Figure IV.6	Participants' educational plans--home study course	5,107
Figure IV.5 and Figure IV.6	Participants' educational plans--GED course/exam	5,133
Chapter IV, Section E	Changed education or career plans	5,434
Chapter IV, Section E	Received GED	5,357
Figure IV.7	Ability levels before and after participation--read English	5,348
Figure IV.7	Ability levels before and after participation--understand English	5,330
Figure IV.7	Ability levels before and after participation--speak English	5,304
Figure IV.7	Ability levels before and after participation--write English	5,287
Figure IV.7	Ability levels before and after participation--write English	5,287
Figure IV.7	Ability levels before and after participation--work as part of a team	5,086
Figure IV.7	Ability levels before and after participation--use math	5,217

TABLE A.5 (*continued*)

Reference in Text, Table, or Figure	Data Item(s)	Observations
Figure IV.7	Ability levels before and after participation--solve problems/use reasoning	5,211
Figure IV.8	Changes in ability levels, by instructional hours--read English	5,290
Figure IV.8	Changes in ability levels, by instructional hours--understand English	5,272
Figure IV.8	Changes in ability levels, by instructional hours--speak English	5,246
Figure IV.8	Changes in ability levels, by instructional hours--write English	5,228
Figure IV.8	Changes in ability levels, by instructional hours--work as part of a team	5,011
Figure IV.8	Changes in ability levels, by instructional hours--use math	5,161
Figure IV.8	Changes in ability levels, by instructional hours--solve problems/use reasoning	5,153

APPENDIX B

NWLIS DATA FORMS

PROJECT DESCRIPTION FORM

OMB No.: 1875-0105
Expires: Nov. 30, 1997

PART I: PROJECT OVERVIEW

A. General Information

1. Department of Education FY94 Grant Number:

_____

2. Project Title:

_____

_____

3. Name of Project Director:

_____ _____
(Last) (First)

4. Project Director's Telephone Number:

(|_|_|_|)-|_|_|_|-|_|_|_|_|
Area Code Number

5. Project Director's Fax Number:

(|_|_|_|)-|_|_|_|-|_|_|_|_|
Area Code Number

6. How many NWLP grants (including this one and any continuation grants the project has received) has this project received and for which years?

Grant Period

1. _____ (Date) to _____ (Date)
2. _____ (Date) to _____ (Date)
3. _____ (Date) to _____ (Date)
4. _____ (Date) to _____ (Date)
5. _____ (Date) to _____ (Date)

7. Did this organization offer workplace literacy instruction before receiving its first NWLP grant?

01 ☐ Yes
00 ☐ No

PART II: REPORTING PERIOD PROJECT INFORMATION

Each of the major sections that follows begins with a question that asks you to review the responses given in that section for the previous reporting period. After the responses to this questionnaire have been entered into the NWLIS for the first reporting period, you only need to review and revise your responses to complete the form for subsequent reporting periods. To save time, the NWLIS will display the responses from the previous reporting period and allow the user to update any responses so that they accurately reflect the current reporting period.

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B. STAFFING

8. **Please review the information provided on staffing for the previous reporting period. Have any responses to the questions on staffing changed since the previous reporting period?**

01 ☐ Yes

00 ☐ No → GO TO Q.21 (PAGE 6)

9a. **Did this project employ outside consultants, or people from organizations other than those forming the partnership, who perform certain specialized activities, such as conducting a literacy job task analysis or the project evaluation during this reporting period? Do not include consultants who work only as instructors, counselors, or tutors.**

* For simplicity, these persons will be referred to as consultants hereafter.

01 ☐ Yes

00 ☐ No → GO TO Q.10 (PAGE 3)

b. How many consultants were under contract to the project during the reporting period? (Please count *companies* or *agencies* that were hired on a consultant basis as one consultant.)

|__|__| Number of Consultants

c. What was the total number of hours worked by consultants during the reporting period?

|__|__|__| Total Number of Hours

d. **Which of the following activities were performed by consultants during the reporting period?**

(MARK ALL THAT APPLY)

01 ☐ Conducting literacy job task analyses

02 ☐ Designing/adapting curricula

03 ☐ Collection and/or maintaining evaluation data

04 ☐ Designing and/or conducting the evaluation

05 ☐ Computer programming or technical assistance

06 ☐ Developing assessment instruments or approaches

07 ☐ Training instructors and providing staff development

08 ☐ Supervising instructors

09 ☐ Other (*Please Specify:*

_____)

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10. **For each of the staffing categories listed below, please provide the average number of hours worked per week and the number of weeks worked in this reporting period for each paid employee who worked during this reporting period. Do not include paid consultants unless they serve as instructors, counselors, or tutors.**

	Name*	Average Number of Hours Worked Per Week	Number of Weeks Worked in This Reporting Period
Project Director	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Assistant or Associate Project Director/ Project Coordinator	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Instructors	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Instructors' Aides	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Counselors	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Tutors	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Computer Programmer/ Technician	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Clerical/Data Entry	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
Other *(Please Specify)*	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|
	_____	|__|__|	|__|__|

* A space for the employee's name is provided for your convenience and to help you make certain you have listed all paid employees of the project. Respondents may use this space for first name only or initials; the full names of individual employees are not required. To protect the confidentiality of the project's employees, individual names or other identifiers entered here will not be included in the data set that is abstracted for the study.

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Answer questions 11-17 only for the instructors who were employed (as paid staff or as consultants) by the NWLP project during this reporting period.

11. How many of the project's instructors were:

	Number
Male?	|__|__|
Female?	|__|__|

12. How many of the project's instructors were:

	Number
White, Non-Hispanic?	|__|__|
Black (African American), Non-Hispanic?	|__|__|
Hispanic?	|__|__|
Asian or Pacific Islander?	|__|__|
American Indian or Alaskan Native?	|__|__|
Other (*Please Specify:* _____)	|__|__|

13. How many of this project's instructors had:

	Number
A high school education only	|__|__|
Some college credits, but not a college degree	|__|__|
A two-year college degree (Associate degree only)	|__|__|
A four-year college degree only	|__|__|
Some graduate level credits, but not an advanced degree	|__|__|
A master's degree, but not a Ph.D.	|__|__|
A Ph.D.	|__|__|

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14. **How many of the instructors in this project have experience:**

	Number
Working in the industry/ service sector?	|__|__|
Teaching secondary school?	|__|__|
Teaching college courses?	|__|__|
Teaching ESL?	|__|__|
Teaching in the workplace?	|__|__|
Teaching basic skills other than ESL to adults?	|__|__|

15. **How many of this project's instructors:**

	Number
Have ESL training?	|__|__|
Are bilingual?	|__|__|
Have a state teaching certificate?	|__|__|

16. **In which of the following areas, if any, was staff development offered to instructors during this reporting period?**

(MARK ALL THAT APPLY)

- 01 ☐ Learner assessment
- 02 ☐ Curriculum development/planning lessons
- 03 ☐ Teaching adults
- 04 ☐ Teaching in the workplace
- 05 ☐ Teaching ESL
- 06 ☐ Recruiting learners
- 07 ☐ Recruiting employers
- 08 ☐ Counseling learners
- 09 ☐ Teaching supervisors to provide reinforcement on the job
- 10 ☐ Using computer-assisted instruction
- 11 ☐ Fulfilling administrative/reporting procedures
- 12 ☐ Other (*Please Specify:*

  _____)
- 13 ☐ None of the above

17. **Which of the following tasks did this project routinely assign to instructors during the reporting period?**

(MARK ALL THAT APPLY)

- 01 ☐ Teaching learning sessions
- 02 ☐ Recruiting employers to the project
- 03 ☐ Recruiting learners
- 04 ☐ Assessing learners
- 05 ☐ Collecting data for project evaluation
- 06 ☐ Conducting job task analyses
- 07 ☐ Designing/adapting curricula
- 08 ☐ Developing learner-developed educational plans--IEPs (Individualized Educational Plans) or ILPs (Individualized Learning Plans
- 09 ☐ Counseling employees on their educational development
- 10 ☐ Working with worksite supervisors
- 11 ☐ Promoting workplace education at worksite
- 12 ☐ Other (*Please Specify:*

  _____)

18. **How many volunteers (that is, persons who provided unpaid assistance) assisted in this NWLP project during this reporting period?**

- 00 ☐ None → GO TO Q.21 (PAGE 6)

or

|__|__| Number of Volunteers

19. **Which of the following functions, if any, did volunteers perform during this reporting period?**

(MARK ALL THAT APPLY)

- 01 ☐ Instructor
- 02 ☐ Instructor's aide
- 03 ☐ Tutor
- 04 ☐ Counselor
- 05 ☐ Clerical/data entry
- 06 ☐ Computer technician/programmer
- 07 ☐ Other (*Please Specify:*

  _____)
- 08 ☐ None of the above

20. **What was the total number of hours contributed by volunteers during this reporting period?**

|__|__|__| Hours

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C. Project Operations

Recruitment/Selection of Workers

21. Please review the information provided on project operations in the last reporting period. Have any responses to the questions on project operations changed since the previous reporting period?

01 ☐ Yes

00 ☐ No → GO TO Q.27 (PAGE 8)

22. Please indicate how frequently the following methods were used by this project to recruit learners during this reporting period:

(MARK ONE BOX ON EACH LINE)

	Not Used	Sometimes	Frequently
Posters, flyers, announcements	01 ☐	02 ☐	03 ☐
Informational group meetings for workers	01 ☐	02 ☐	03 ☐
Promotional video presentation	01 ☐	02 ☐	03 ☐
Outreach committee	01 ☐	02 ☐	03 ☐
Supervisors talk to workers	01 ☐	02 ☐	03 ☐
Union representatives talk to workers	01 ☐	02 ☐	03 ☐
Workers talk to other workers	01 ☐	02 ☐	03 ☐
Other (*Please Specify:* _____)	01 ☐	02 ☐	03 ☐

23a. Did this project provide NWLP-supported educational services at more than one location?

01 ☐ Yes

00 ☐ No → GO TO Q.24

b. Were the same recruitment methods used for all locations during this reporting period?

01 ☐ Yes

00 ☐ No (recruiting methods vary by location)

24. Did this project require individualized educational or individualized learning plans for learners?

(MARK ONLY ONE)

01 ☐ Yes, for all

02 ☐ Yes, for some

00 ☐ No

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25. **Please indicate whether this grantee (not other partners, employers, or unions) provided the following incentives to learners enrolled in NWLP during this reporting period:**

(MARK ALL THAT APPLY)

01 ☐ Award certificate upon completion

02 ☐ Award ceremony upon completion

03 ☐ Other (*Please Specify:*

_____)

26a. **Did this project serve learners with the following conditions during this reporting period?**

(MARK ALL THAT APPLY)

01 ☐ Learning disabilities

02 ☐ Physical disabilities

03 ☐ None of the above → **GO TO Q.27 (PAGE 8)**

b. **Were special accommodations or curricular adaptations used for these learners?**

01 ☐ Yes

00 ☐ No → **GO TO Q.27 (PAGE 8)**

c. **Please describe these accommodations or adaptations:**

_____

_____

_____

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D. FUNDING

27. Please review the information provided on funding for the previous reporting period. Have any responses to the questions on funding changed since the previous reporting period?

01 ☐ Yes

00 ☐ No → END HERE

28. What is the amount of Federal NWLP funds obligated for this reporting period? If the exact amount is not available, please provide your best estimate.

$ |___|___|___|,|___|___|___|

29. For each source of funds that supports this NWLP project,* other than the NWLP grant, please provide the following information: the name of the funding source (column A), the amount of cash contributed to the project during the current reporting period (column B), and the amount of in-kind contributions made during the reporting period (column C).

• IF THE EXACT AMOUNTS ARE NOT AVAILABLE, PLEASE PROVIDE YOUR BEST ESTIMATE.

(A)	(B)	(C)
	Amount Contributed this Reporting Period	
Source of Funds	In Cash	In Kind
1. Partnership Match	$ |__|__|__|,|__|__|__|	$ |__|__|__|,|__|__|__|
2. _____	$ |__|__|__|,|__|__|__|	$ |__|__|__|,|__|__|__|
3. _____	$ |__|__|__|,|__|__|__|	$ |__|__|__|,|__|__|__|
4. _____	$ |__|__|__|,|__|__|__|	$ |__|__|__|,|__|__|__|
5. _____	$ |__|__|__|,|__|__|__|	$ |__|__|__|,|__|__|__|
6. _____	$ |__|__|__|,|__|__|__|	$ |__|__|__|,|__|__|__|

(MARK IF APPLICABLE)

00 ☐ No other funding sources

* For reporting purposes, an "NWLP project" consists of all activities that are funded at least in part by federal NWLP funds and by the cost-sharing contributed by the NWLP partners.

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PARTNER FORM

OMB No.: 1875-0105
Expires: Nov. 30, 1997

1a. **Partner Identifier:** |__|__|__|__|

b. **Name of Organization/Institution:**

_____

2. **Please review the information provided on this partner for the previous reporting period. Have any responses to the questions on this partner changed since the previous reporting period?**

01 ☐ Yes
00 ☐ No → **END HERE**

3a. **Mailing Address:**

_____
Number Street Apt. No.

_____
City State ZIP Code

b. **Date Official Partner Status Effective:**

|__|__| 19 |__|__|
Month Year

4. **Type of Partner:**

(MARK ONLY ONE BOX)

01 ☐ State education agency
02 ☐ Local education agency or school (includes area vocational school)
03 ☐ Employment and training agency
04 ☐ Community/technical college
05 ☐ Community-based organization
06 ☐ University/four-year college (including affiliated research institutes)
07 ☐ Private industry council
08 ☐ Union
09 ☐ Business/industry
10 ☐ Intermediary, such as the Chamber of Commerce or a trade association
11 ☐ Other (*Please Specify:*

_____)

5. **Does this partner qualify as a small business, as defined on the NWLP grant application?**

01 ☐ Yes
00 ☐ No

6. **Please indicate which of the following activities this partner performed during the reporting period.**

☐ **Check here if partner is no longer affiliated with the project**

☐ **Check here if partner did not participate in any activities during the reporting period**

(MARK ALL THAT APPLY)

01 ☐ Attended project advisory panel meetings
02 ☐ Financed part of the project by contributing to required cost share
03 ☐ Monitored program services
04 ☐ Assisted in dissemination activities
05 ☐ Assisted with fiscal management
06 ☐ Helped to establish operating procedures
07 ☐ Provided business materials as instructional materials
08 ☐ Provided space for instructional services
09 ☐ Provided or paid for transportation services for learners
10 ☐ Provided or paid for child care services for learners
11 ☐ Provided peer tutors for learners
12 ☐ Recruited employers
13 ☐ Recruited learners
14 ☐ Referred learners to community services
15 ☐ Referred learners to educational programs outside of NWLP
16 ☐ Provided learners with educational counseling
17 ☐ Arranged for or conducted literacy job task analyses
18 ☐ Assessed learners' literacy competencies
19 ☐ Developed instructional, work-related materials
20 ☐ Hired and/or managed instructors
21 ☐ Trained instructors
22 ☐ Helped to design the program evaluation
23 ☐ Other (*Please Specify:*

_____)

EMPLOYER/UNION FORM*

OMB No.: 1875-0105
Expires: Nov. 30, 1997

1. Employer Identifier: |__|__|__|__|

2. Name of Employer, Union or Institution:

_____

3. Please review the information provided on this employer or union for the previous reporting period. Have any responses to these questions changed since the previous reporting period?

01 ☐ Yes
00 ☐ No → END HERE

4. Mailing Address:

_____
Number Street

_____
City State ZIP Code

5. Name of Contact Person:

_____ _____
(Last) (First)

6. Contact Person's Job Title:

_____

7. Contact Person's Phone Number:

(|__|__|__|)-|__|__|__|-|__|__|__|__|
Area Code Number

8. Which type of industry is this employer or union primarily associated with?

(MARK ONLY ONE)

01 ☐ Hotel/Hospitality services (including food services, such as restaurants and bars)
02 ☐ Hospital/Health care services
03 ☐ Other services (for example, financial services, personal or business services, building maintenance services, repair services, legal services, educational services, child care services)
04 ☐ Manufacturing
05 ☐ Wholesale or retail trade (including service stations, car dealers, and all types of stores)
06 ☐ Other (*Please Specify:*

_____)

9. Is this organization an employer or a union?

01 ☐ Employer
02 ☐ Union → GO TO Q.13 (PAGE 2)

10a. How many of the employer's work sites or plants are involved in this NWLP project?

|__|__|__| Number

b. What is the approximate total number of employees employed at those sites or plants?

|__|__|,|__|__|__| Total Number of Employees

11a. Is this employer owned or managed by a corporate organization with multiple work sites, factories, or service providers?

01 ☐ Yes
00 ☐ No
-1 ☐ Don't know

b. Does this employer or the corporation that owns or manages this employer have a total workforce of 500 or more employees?

01 ☐ Yes
00 ☐ No
-1 ☐ Don't know

*Includes sites as defined in NWLP regulations, 34 CFR 472.5.

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12. **Of all the workers employed (including management) at any of this employer's sites that are participating in the project, what proportion are members of a union?**

(MARK ONLY ONE)

01 ☐ 50 percent or more

02 ☐ Less than 50 percent

03 ☐ None

-1 ☐ Don't know

13. **For which of the following reasons did this employer or union institute a workplace literacy instructional program?**

(MARK ALL THAT APPLY)

01 ☐ To reduce errors and waste

02 ☐ Because it was needed as a result of changes in production or operational procedures

03 ☐ Because it was needed as a result of a new technology

04 ☐ Because it was needed as a result of organizational innovations, such as self-directed work teams, job rotation, use of employee problem solving groups (for example, quality circles)

05 ☐ To attract new workers

06 ☐ To meet new health and/or safety requirements

07 ☐ Because of an agreement with labor

08 ☐ Because of changes in the available workforce

09 ☐ Because workers identified the need and requested the instruction

10 ☐ To make greater use of the skills of employees with limited English proficiency

11 ☐ Other (*Please Specify:*

_____)

12 ☐ Reasons are unknown

14. **Were any of the following types of organizations instrumental in getting this employer or union to participate in this NWLP project?**

(MARK ALL THAT APPLY)

01 ☐ A union

02 ☐ An educational institution

03 ☐ A professional association

04 ☐ The Chamber of Commerce

05 ☐ A regional or statewide business association

06 ☐ Other (*Please Specify:*

_____)

07 ☐ None of the above

-1 ☐ Don't know

15. **Are any of the following provided by the employer or union as incentives to workers who participate in the NWLP project?**

(MARK ALL THAT APPLY)

01 ☐ Partial paid release time

02 ☐ Complete paid release time

03 ☐ Cash bonus upon completion

04 ☐ Award ceremony at completion

05 ☐ Award certificate at completion

06 ☐ Other (*Please Specify:*

_____)

07 ☐ None of the above

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16. **Does this employer or union require that workers participate in the NWLP project?**

(MARK ONLY ONE)

00 ☐ No, participation is voluntary for all workers

01 ☐ Yes, all workers who could benefit from participation are required to participate

02 ☐ Some workers are required to participate; for others, participation is voluntary

↳ *(Please specify percentage of workers taking NWLP courses for whom participation is mandatory*

|__|__|__| *Percent)*

• IF THE EXACT PERCENT IS NOT AVAILABLE, PLEASE PROVIDE YOUR BEST ESTIMATE

17. **Is this employer or union a partner?**

01 ☐ Yes → **END HERE**

00 ☐ No

18. **When did this employer or union begin participating in this NWLP project.**

|__|__| |__|__| 19 |__|__|
Month Day Year

19. **In which of the following activities did the employer or union participate during this reporting period?**

(MARK ALL THAT APPLY)

01 ☐ Attended project advisory panel meetings

02 ☐ Financed part of the project by contributing to required cost share

03 ☐ Provided business materials as instructional materials

04 ☐ Provided space for instructional services

06 ☐ Provided transportation services for learners

08 ☐ Provided child care services for learners

07 ☐ Provided peer tutors for learners

08 ☐ Recruited other employers or unions

09 ☐ Other (*Please Specify:*

_____)

10 ☐ None of the above

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OMB No.: 1875-0105
Expires: Nov. 30, 1997

COURSE FORM

The United States Department of Education is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other survey participants, and the answers you give will never be identified as yours. This survey is authorized by law (20 U.S.C. 1221e.1). You may skip questions you do not want to answer, however, we hope you will answer as many as you can. It is expected that this form will require approximately 5 minutes to complete. If you have any comments regarding the burden estimates or any other aspect of this collection of information, including suggestions for reducing the burden, please send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

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COURSE FORM

1. **Course Number:**

   _____

2. **Course Name:**

   _____

3. **Instructor(s) Name:**

   (1) _____ _____
   (Last) (First)

   (2) _____ _____
   (Last) (First)

4. **Data Course Starts:**

   |__|__| |__|__| 19 |__|__|
   Month Day Year

5. **Number of instructional sessions for the course:**

   |__|__| Number

6. **Hours per instructional session: (If the sessions vary in length, please enter the average number of hours the course meets for each session.)**

   |__|__| Hours

7. **Number of days per week that the course usually meets:**

   |__|__| Number of Days

8. **What is the minimum number of hours that learners must attend this course in order to complete it?**

   |__|__| Hours

9. a. **Is there another course that learners must have completed before participating in this course?**

   01 ☐ Yes

   00 ☐ No → GO TO Q.10

   b. **Please give the name and the number of that course.**

   Course Number: _____

   Course Name: _____

10. **When are instructional sessions usually held?**

    (MARK ALL THAT APPLY)

    01 ☐ During the workday (but not at lunch)

    02 ☐ At lunch

    03 ☐ Immediately before or after the workday

    04 ☐ On weekends

    05 ☐ Other (*Please Specify:*

    _____)

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11. **Where are instructional sessions held?** ***(Please mark all that apply and provide the name(s).)***

01 ☐ Employer's worksite

Name of Employer: _____

02 ☐ Community college

Name of College: _____

03 ☐ Four-year college

Name of College: _____

04 ☐ Union hall

Name of Union: _____

05 ☐ Building in a local school district (for example, high school, activities building, administrative building)

Name of School District: _____

06 ☐ Community-based organization

Name of Organization: _____

07 ☐ Other (*Please Specify*:

_____)

12. Which statement best describes when learners can begin attending the course?

(MARK ONLY ONE)

01 ☐ Learners can join the course at any time

02 ☐ Learners can only join the course within the first few instructional sessions

(Specify the Number of Sessions: |__|__|*)*

03 ☐ Learners cannot join the course after the first instructional session

13. **Does this course serve learners with a particular occupational or job skill classification?**

01 ☐ Yes

00 ☐ No

14. **Does this course serve learners with a particular basic skill level classification?**

01 ☐ Yes

00 ☐ No → GO TO Q.16

15. **Which of the following terms best describes the skill level of the learners in this course?**

(MARK ONLY ONE)

01 ☐ Beginning (that is, the learners have little or no knowledge of the course subject area)

02 ☐ Intermediate (that is, the learners have some knowledge of the course subject area, but it is limited)

03 ☐ Advanced (that is, the learners have a significant amount of knowledge of the course subject area)

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16. Please indicate how frequently each of the following instructional methods is used in this course.

	(MARK ONE ON EACH LINE)			
	Never	Sometimes	Frequently	Always
a. Team-learning/small group exercise or activity/role playing	01 ☐	02 ☐	03 ☐	04 ☐
b. Teacher-led classroom	01 ☐	02 ☐	03 ☐	04 ☐
c. Computer-assisted learning	01 ☐	02 ☐	03 ☐	04 ☐
d. Individualized/self-paced learning time	01 ☐	02 ☐	03 ☐	04 ☐
e. Audio or visual instructional aids	01 ☐	02 ☐	03 ☐	04 ☐
f. Documents/displays taken from the workplace	01 ☐	02 ☐	03 ☐	04 ☐
g. Other (*Please Specify:* _____)	01 ☐	02 ☐	03 ☐	04 ☐

17. Which of the following curricular areas is the primary or overall emphasis of this course?

(MARK ONLY ONE)

01 ☐ Literacy/pre-literacy

02 ☐ Basic skills (reading only)

03 ☐ Basic skills (math only)

04 ☐ Basic skills (reading and math)

05 ☐ Writing skills

06 ☐ ESL

07 ☐ GED preparation/other high school preparation

08 ☐ Problem solving/reasoning skills

09 ☐ Motivational (self-esteem, goal setting)

10 ☐ Speaking/listening/communication

11 ☐ Team building

12 ☐ Other (*Please Specify:* _____)

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18. **Which of the following skills are taught in this course?**

(MARK ALL THAT APPLY)

01 ☐ Basic skills (reading only)

02 ☐ Basic skills (math only)

03 ☐ Basic skills (reading and math)

04 ☐ Writing skills

05 ☐ Problem solving/reasoning skills

06 ☐ Motivational skills (self-esteem, goal setting)

07 ☐ Speaking/listening/communication skills

08 ☐ Team building skills

09 ☐ Other skills (*Please Specify:*

_____)

19. **Was the curriculum for this course uniquely developed for the course?**

(MARK ONLY ONE)

01 ☐ Yes

02 ☐ No, a curriculum that was uniquely developed for this project is used with modifications

03 ☐ No, a general curriculum or standard text is used with modifications

04 ☐ No, a general curriculum or standard text is used with no modifications

05 ☐ Other (*Please Explain:* _____

_____

_____)

20. Please indicate which, if any, of the following tests or assessment measures are used to place learners in this course, as a pre-test for learners in this course, or for the post-test.

	(MARK ALL THAT APPLY)		
	Used for Placement	Used for Pre-Test	Used for Post-Test
a. CASAS Math/Reading	01 ☐	02 ☐	03 ☐
b. CASAS/ECS	01 ☐	02 ☐	03 ☐
c. CASAS/Listening	01 ☐	02 ☐	03 ☐
d. TABE	01 ☐	02 ☐	03 ☐
e. ABLE	01 ☐	02 ☐	03 ☐
f. TALS/ETS	01 ☐	02 ☐	03 ☐
g. BEST	01 ☐	02 ☐	03 ☐
h. BINL	01 ☐	02 ☐	03 ☐
i. Supervisor ratings	01 ☐	02 ☐	03 ☐
j. Group interviews	01 ☐	02 ☐	03 ☐
k. One-on-one interviews	01 ☐	02 ☐	03 ☐
l. Learner work examples	01 ☐	02 ☐	03 ☐
m. Attitude or self-esteem inventory	01 ☐	02 ☐	03 ☐
n. Customized, job-related skill competency test	01 ☐	02 ☐	03 ☐
o Portfolio assessment	01 ☐	02 ☐	03 ☐
p. Individual learning or educational plan	01 ☐	02 ☐	03 ☐
q. Other (*Please Specify:* _____)	01 ☐	02 ☐	03 ☐

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21. a. In addition to the assessment measures specified above, are any other instruments or approaches used to assess learners' growth in this course?

01 ☐ Yes

00 ☐ No

b. Please list those instruments or approaches below.

_____

_____

_____

_____

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OMB No.: 1875-0105
Expires: Nov. 30, 1997

LEARNER ENROLLMENT FORM

The United States Department of Education is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other survey participants, and the answers you give will never be identified as yours. This survey is authorized by law (20 U.S.C. 1221e.1). You may skip questions you do not want to answer, however, we hope you will answer as many as you can. It is expected that this form will require approximately 20 minutes to complete. If you have any comments regarding the burden estimates or any other aspect of this collection of information, including suggestions for reducing the burden, please send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

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YOUR INSTRUCTOR WILL COMPLETE THESE QUESTIONS

↓

A. **Course Number:** _____ **Course Name:** _____

B. **Who completed this form?**

(MARK ONE BOX)

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (*Please Specify:* _____)

C. **Date Form Completed:**

|__|__| |__|__| 19 |__|__|
Month Day Year

LEARNER ENROLLMENT FORM

1. **Name:**

_____ _____
(Last) (First)

2. **Social Security Number:***

|_|_|_|-|_|_|-|_|_|_|_|

3. **Age:**

|___|___| years old

4. **Were you born in the United States?**

☐ Yes

☐ No

5. **Sex:**

☐ Male

☐ Female

6. **Are you of Spanish or Hispanic origin or descent?**

☐ Yes

☐ No

7. **Race:**

(MARK ONE BOX)

☐ White

☐ Black (African American)

☐ Asian or Pacific Islander

☐ American Indian or Alaskan Native

☐ Other (*Please Specify:*

_____)

* Giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it. It is needed so that any information obtained later gets correctly matched with the same individual, your identity will be removed from all records once this match is made. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e 1).

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8. Is English the language that is spoken most often in your home?

- ☐ Yes
- ☐ No

9. How many years of school have you completed?

(MARK ONE BOX IN BOTH COLUMNS)

In the United States:	In Any Other Country:
☐ No schooling	☐ No schooling
☐ 1-5 years	☐ 1-5 years
☐ 6-8 years	☐ 6-8 years
☐ 9 years	☐ 9 years
☐ 10 years	☐ 10 years
☐ 11 years	☐ 11 years
☐ 12 or more years	☐ 12 or more years

10. Are you a union member?

- ☐ Yes ⟶ What is the name of your union?

  _____

- ☐ No

11. Please rate your ability to perform each of the following activities.

	(PLEASE MARK ONE RESPONSE FOR EVERY ACTIVITY)			
	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

12. Do you have a job?

☐ Yes, employed
☐ Yes, on temporary layoff
→ **GO TO NEXT PAGE**

☐ No, retired
☐ No, not employed
→ STOP

Thank you. You have completed this form. Please return it to your instructor.

INSTRUCTIONS:

Please answer questions 13-19 for the job that allows you to take this course.

13. **Name of company or employer:**

_____

|__|__|__|__|
(For project use only)

14. **Job title:** [For example, nursing assistant, housekeeper, construction worker.]

_____

15. **On average, how many hours per week do you work on this job?**

|__|__| Hours Per Week

16. **How much do you earn at this job?**

(WRITE AMOUNT AND MARK ONE BOX)

$ _____ ☐ Per hour

☐ Per year

IC1

17. Do you get any of the following at this job?

(MARK ONE FOR EACH LINE)

	Yes	No
Paid vacation	☐	☐
Paid sick leave	☐	☐
Paid holidays	☐	☐
Health insurance	☐	☐

18. How long have you worked at this job?

|__|__| **and** |__|__|
Years Months

19. At your job do you need to do any of the following?

(MARK ONE FOR EACH LINE)

	Yes	No
Read instructions	☐	☐
Receive spoken instructions in English	☐	☐
Speak English	☐	☐
Work as part of a team	☐	☐
Write in English	☐	☐
Use math	☐	☐
Solve problems/use reasoning	☐	☐

20. Do you work at more than one job?

☐ Yes

☐ No

Thank you. You have completed this form. Please return it to your instructor.

OMB No.: 1875-0105
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LEARNER ASSESSMENT FORM

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YOUR INSTRUCTOR WILL COMPLETE THESE QUESTIONS

A. **Course Number:** _____ **Course Name:** _____

B. **Who completed this form?**

(MARK ONE BOX)

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (*Please Specify:* _____)

C. **Date Form Completed:**

|__|__| |__|__| 19 |__|__|
Month Day Year

LEARNER ASSESSMENT FORM

1. **Name:**

_____ _____

(Last) (First)

2. **Social Security Number:***

|__|__|__|-|__|__|-|__|__|__|__|

3. **In the future, do you plan to take any of the following courses?**

(MARK ONE ON EACH LINE)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

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4. **Since this course began, have you:**

(MARK ONE ON EACH LINE)

	Yes	No
Learned what you wanted to learn in this course?	☐	☐
Changed your educational or career goals?	☐	☐
Had more responsibility added to your job?	☐	☐
Moved to a shift you prefer?	☐	☐
Switched from part-time to full-time?	☐	☐
Received a pay raise?	☐	☐
Been promoted?	☐	☐
Received an award, bonus, or other special recognition on your job?	☐	☐
Received your GED?	☐	☐
Applied for a new job?	☐	☐
Started a new job at another company?	☐	☐
Been laid off?	☐	☐
Left your job for any other reason? (*Please Specify:* _____)	☐	☐

5. **Please rate your ability to perform each of the following activities:**

	(PLEASE MARK ONE RESPONSE FOR EVERY ACTIVITY)			
	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

OMB No.: 1875-0105
Expires: Nov. 30, 1997

ATTENDANCE ROSTER

COURSE NUMBER: _____

COURSE NAME: _____

INSTRUCTOR: _____

Learner Name	Instructional Sessions															Completion Status	Reason for Non-Completion

Attendance Codes

✓ = present
. = absent

Completion Status Codes:

D = Dropped out of course
T = Transferred to another course
I = Incomplete: needs more skills or hours to complete course
C = Completed course

Reason Codes

1 = Family/health reasons (other than child care problems)
2 = Met personal goals
3 = Childcare/transportation problems
4 = Left job/moved from area
5 = Lack of interest
6 = Unable to get release time from work

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RECORD OF ATTENDANCE: TUTORING

OMB No.: 1875-0105
Expires: Nov. 30, 1997

COURSE NUMBER: _____ INSTRUCTOR'S NAME: _____

COURSE NAME: _____ TUTOR'S NAME: _____
(if different than instructor)

Learner's Name	Hours Tutored															Total
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10	Session 11	Session 12	Session 13	Session 14	Session 15	

NOTE: Round time to the nearest half hour.

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